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ABSTRACT

Designed to enhance participation in the Close-Up Program's week of study in Washington, D.C. for secondary students, the materials on political processes and issues provided in this student handbook can be useful in secondary level social studies, political science, and current events courses. The booklet is arranged into three sections. Section 1 contains activities focusing on the issues of defense, social welfare, civil rights, environment, the Soviet Union, and the national budget, each of which corresponds with a reading in the Close Up companion publication, "Current Issues." Students can complete these activities on their own or with the teacher. Section 2 contains information and materials useful during the Close Up students' week in Washington, including maps, charts of governmental processes, and guides for the Close Up sponsored seminars on the judiciary, the presidency, defense, international relations, lobbying, and the media. Section 3 provides Close Up participants with an opportunity to reflect on their week's activities in the nation's capital and includes suggestions for continued political involvement. The handbook concludes with an answer key to the exercises in section one. (AP)

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The Washington Notebook

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CloseUp

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We wish to thank former CLOSE UP students and teachers whose constant comments and ideas were invaluable in developing *The Washington Notebook*. *The Washington Notebook* represents an initial effort to consolidate material to be used to prepare for CLOSE UP, to participate in CLOSE UP, and to suggest activities for continued involvement in the political process. We welcome all comments and suggestions about *The Washington Notebook* in order that we may continue the dialogue that was so useful in developing this book.

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CLOSE UP is a nonpartisan, nonprofit forum for the involvement of youth in government.

Additional copies of *The Washington Notebook* are available for $3.00 each from the Close Up Foundation at the address noted above.

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Introduction

So...you are coming to Washington for a CLOSE UP experience. Congratulations!

You are coming to a fascinating place—the city of great people and historical events, of politics, and of national monuments. The home of the federal bureaucracy, Congress, and the president. The site of the Supreme Court and the U.S. Capitol. An international city, Washington is the home of many foreign dignitaries. One of the most important capitals in the world, Washington is indeed an interesting city.

And you've chosen a unique way to view it...CLOSE UP. You will be talking to key policymakers, media personalities, representatives of the executive branch, and, if schedules permit, your representative and senators. You will have an opportunity that most people never get. You will be able to question government officials and try to find out why things happen as they do. You can explore how government really works. You can truly gain an insider's view of the Nation's Capital.

How can you get the most out of your CLOSE UP experience in Washington? The main thing is to participate while you are in Washington. Ask questions during the seminars. Join in the discussions in your workshops. Visit congressional offices and talk to staff members. Talk to the other people who are in Washington with you. There will be many occasions to learn. All this talking and questioning can be intimidating if you let it be. One way to build up your confidence is to start CLOSE UP before you even get to Washington. Start with *The Washington Notebook*.

What is The Washington Notebook?

The Washington Notebook is designed to enhance your participation in the CLOSE UP week by providing preparation for the program, guides to the CLOSE UP week, and suggestions for your continued involvement in the political process. *The Washington Notebook* is divided into three sections: "Section I: Preparing for CLOSE UP," "Section II: Participating in CLOSE UP," and "Section III: Taking CLOSE UP Home."

"Section I: Preparing for CLOSE UP" contains activities that correspond to several articles in *Current Issues*. *Current Issues* is an easy-to-read book intended to inform interested readers about the important concerns of our time. In twenty-one articles—eleven about domestic issues, ten about foreign policy issues—it provides basic background information, identifies key questions, and gives arguments for both sides of each issue. Section I of *The Washington Notebook* provides an opportunity for you to examine six selected issues from *Current Issues* more closely. By working through this section, you will become familiar with some of the issues and institutions that are important to our nation. You can use Section I on your own or with a leader.

"Section II: Participating in CLOSE UP" is a road map of your week in Washington. It contains seminar guides, maps, a guide to Capitol Hill, and note taking space so that you will be able to recall what you were thinking while in Washington. **Be sure to bring The Washington Notebook with you to Washington.**

"Section III: Taking CLOSE UP Home" gives you an opportunity to reflect on your CLOSE UP week and includes some suggestions for continuing your political involvement.

Section 1

Preparing for CLOSE UP

Preparing for CLOSE UP

You do not have to be a genius to understand government and politics. You just have to take some time to understand how our government institutions work and who is responsible for them. All in all, understanding politics is understanding people and the issues that affect them.

"Preparing for CLOSE UP" was created in part based on suggestions from former CLOSE UP participants, who feel that the best preparation for a week in Washington is to learn more about the most talked about issues. Learning about issues is a good way to learn about our government's institutions and processes. A knowledge of issues and the way government works will give you a great advantage in Washington.

Learning About Issues and Government Institutions

Section I of *The Washington Notebook* gives you an opportunity to learn the basic facts and positions involved in six selected issues, and to learn about basic government processes and institutions. The section is divided into six parts, corresponding to six chapters in *Current Issues*. An examination of the first five issues—defense, social welfare, civil rights, environment, and the Soviet Union—leads to an examination of the sixth issue—the budget.

Discussion of each issue focuses on a particular government institution or process. The six issues and their foci are:

Issue	Focus
Defense	Congress
Social Welfare	The Presidency
Civil Rights	The Courts
Environment	The Bureaucracy
Soviet Union	Foreign Policy
The Budget	All of the Above

You can find the answers to the activity questions in the appropriate *Current Issues* article or in the answer key in the back of the book.

Each issue section except "The Budget" is organized like this:

- Ten multiple choice questions give you an opportunity to sort out all the information you gathered while reading *Current Issues*.
- Two thought questions allow you to develop your own opinion and to get some practice expressing your political views.
- Two activities allow you to examine each issue more closely.
- Two group activities called "If you want to do more..." give you an opportunity to explore each issue more thoroughly and from different perspectives.

"The Budget" section contains a budget activity that is guaranteed to put you through the same thought-provoking and frustrating process that Congress goes through to develop our federal budget.

Each section will take from an hour to an hour and a half to complete. (This includes reading the *Current Issues* article.)

Before You Start: Some Background on Government

Government processes can strongly affect the progress of a bill in Congress. For instance, sometimes a bill that was expected to pass easily through the House and Senate is defeated. Why? Perhaps some politicians voted against it for fear that otherwise they would not be reelected, or maybe the president threatened to veto the bill, or a federal agency may have argued against it. To make such judgments as these, you must first know whether or not it is an election year, what a veto is, and so on. The first step in learning more about issues is to refresh your memory about the basic processes of the federal government. Use the following quiz to refresh your memory.

Basic Facts About the U.S. Government

Directions: The following statements are either references to or excerpts from the U.S. Constitution, the basis of U.S. government. Answers to most of the fill-ins can be found in the Constitution. (For a copy of the Constitution, consult *Perspectives*, an American government textbook, or a library.) The appropriate article and section numbers are included with each statement in parentheses so that you can find the answer easily. (One answer can be found in *Current Issues*.)

Some of the questions may seem very easy; remember that you are just trying to get your mind on government.

The President

1. The president serves a _____ year term of office. (Article II, Section 1)

2. The current president's term of office expires in 19_____.

3. To run for president, one must be ____ years old, have been born in the United States and been a resident of the United States for ____ years and be a _____. (Article II, Section 1)

4. The president is elected by direct popular vote/electors (circle one), the total number of which is equal to the number of _____ and _____ from that state combined. (Article II, Section 1)

5. My state has a total of _____ electoral votes. (Article II, Section 1)

Congress

1. Congress is divided into two houses: the _____ and the _____. (Article I, Section 1)

2. Representatives serve a _____ year term of office. (Article I, Section 2)

3. Senators serve a _____ year term of office. (Article I, Section 3)

4. To be a representative, one must be _____ years of age, have been a citizen of the United States for at least _____ years, and be a _____ of the state that elects him or her. (Article I, Section 2)

5. To be a senator, one must be at least _____ years of age, have been a citizen of the United States for at least _____ years, and be a _____ of the state that elects him or her. (Article I, Section 3)

6. Congress must meet at least _____ year(s). (Article I, Section 4)

7. The number of representatives from each state depends on its _____. (Article I, Section 2)

8. Each state is represented in the Senate by _____ senators. (Article I, Section 3)

The Judicial Branch

1. Although the Supreme Court was set up by the U.S. Constitution, the Constitution gives _____ the authority for setting up lower federal courts. (Article III, Section 1)

2. The Supreme Court is an appeals court with only two areas of original jurisdiction. These are: a. _____ and b. _____. (Article III, Section 2)

3. Anyone tried for a criminal offense in federal court has a right to a trial by _____. (Article III, Section 2)

4. The Supreme Court consists of _____ justices, including one chief justice. (See *Current Issues*.)

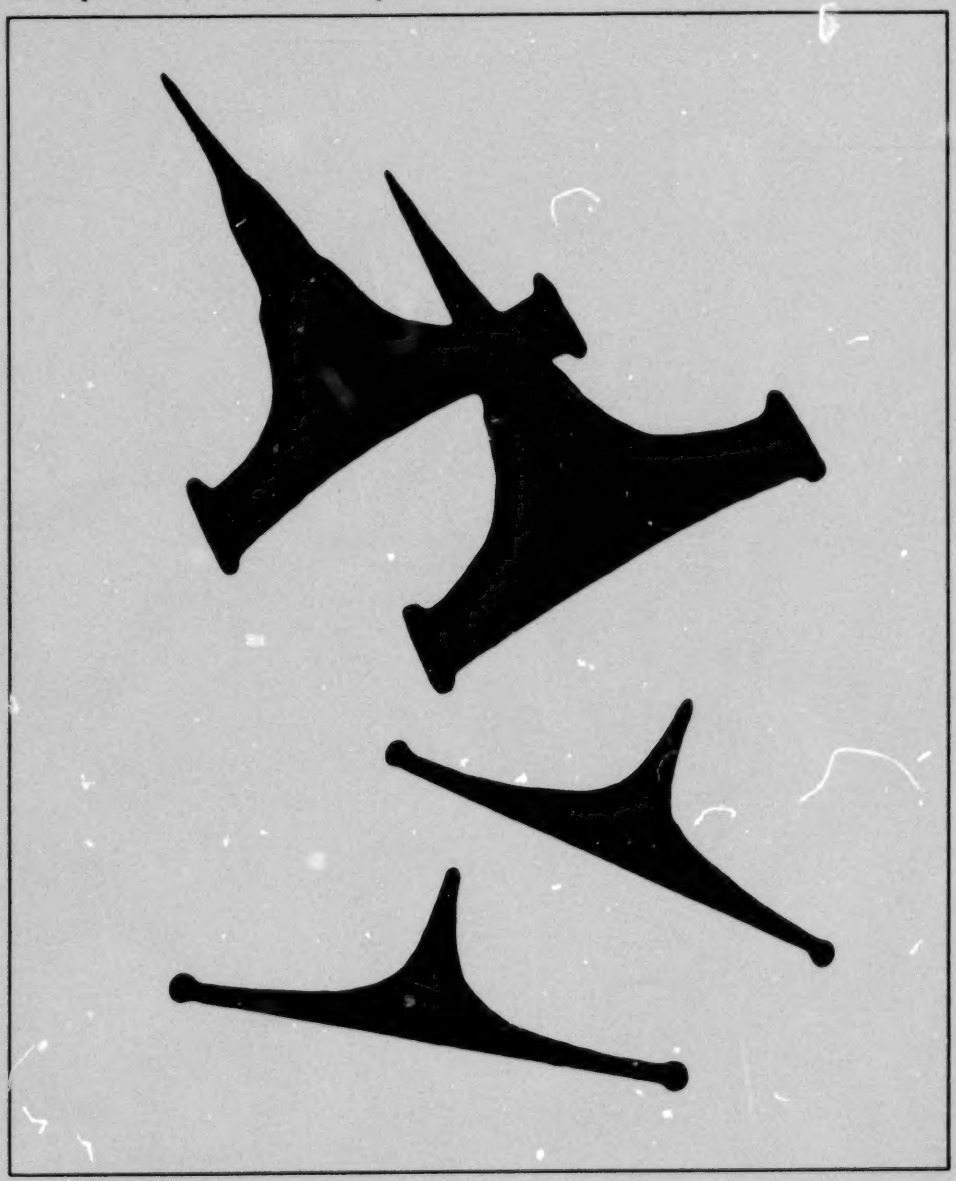
If you can complete this easily, you have a good grasp of the basics of government and it is time to look at some issues.

If you cannot complete this easily, take a few minutes to study the basics before looking at the issues.

Defense

President Reagan has asked Congress to approve a large increase in defense spending. The first administration to say that the United States is militarily inferior to the Soviet Union, the Reagan administration believes that substantially strengthening the U.S. military is essential. Some experts disagree. Some charge that the administration is starting another arms race. Others argue that although we need to increase defense spending, we need not spend so much.

Taking a stand on defense policy can be very difficult. Some of the information is very technical. However, with some examination of the history of our defense policy and some knowledge of current issues in defense, you can develop a valid, well-founded opinion.



Multiple Choice

Directions: To start, read "Defense" in *Current Issues* and complete the following multiple choice questions. Then take some time to consider the thought questions.

1. Much of the debate about defense policy stems from different perceptions of the "Soviet threat." President Reagan believes that the Soviets are committed to spreading communism around the world, that they have become militarily superior to the United States, and that they pose a threat to the free world. The president's critics, on the other hand, believe that:
   (a) the Soviet and American militaries are roughly equal. The Soviets have more threats to contend with than we do, including a hostile border with China. Many Soviet actions are reactions to American aggression.
   (b) the Soviets spend a larger percentage of their gross national product (GNP) on defense and because of this have more guns, tanks, etc., than the United States does. This puts the United States in a weak world position.
   (c) the Soviet advantage in land-based missiles opens up a "window of vulnerability" for the United States. If the United States does not close the gap between the nations, the Soviets will become more influential in the world.
   (d) the Soviets are building up their military solely because they want to be strong enough to subvert U.S. national interests whenever they feel like it.

2. The people in government who have primary responsibility for formulating defense policy are:
   (a) the president and the thirteen Cabinet secretaries.
   (b) the president and the leadership of the Senate.
   (c) Congress and the Cabinet secretaries.
   (d) the president and his advisers—especially Secretary of Defense Caspar Weinberger and National Security Adviser William Clark.

3. Congress influences the formulation of defense policy by:
   (a) administering military programs and deciding exact regulations to implement all legislation.
   (b) acting as the primary adviser to the president on defense policy.
   (c) determining the total amount of revenue to be spent on defense, authorizing funding for specific defense programs, and instituting or not instituting a draft.
   (d) deciding whether or not a particular practice or program of the Defense Department is constitutional.

4. Defense policy is based on five basic missions of the armed forces. These five missions are listed in the table below. Using either examples from the "Defense" article or your own examples, complete the table by listing one policy developed to fulfill each mission.

Mission	Example
To protect the United States from attack.	
To deter nuclear war.	
To protect Europe from attack.	
To project force in support of U.S. foreign policy.	
To ensure freedom of the seas.	

5. NATO (North Atlantic Treaty Organization) is an alliance based on the principle of collective security: An attack against any NATO member nation would be considered an attack against all NATO member nations. The member nations of NATO include:

(a) the countries of Eastern Europe and the Soviet Union.
(b) many of the countries of Western Europe, Greece, Turkey, Canada, and the United States.
(c) the United States and Japan.
(d) all independent nations of the Western Hemisphere.

6. U.S. deterrence strategy is based on a triad concept. U.S. nuclear weapons are based on *land* in silos, in the *sea* on submarines, and in the *air* on planes, thus forming a triad. The triad approach contributes to deterrence because:

(a) the Soviets could impose unacceptable damage on the United States with one nuclear attack (first strike capability).
(b) the Soviets could attack the United States with nuclear weapons even if the United States attacked first (second strike capability).
(c) the Soviets could not possibly destroy all U.S. nuclear weapons at once; therefore, the Soviets know the United States could strike back, and they do not want to risk a counter attack. (Both nations have second strike capability.)
(d) the United States could impose unacceptable damage on the U.S.S.R. with one nuclear attack (first strike capability).

7. The Scowcroft Commission was a presidential commission appointed to find a basing strategy for the MX missile. All of the following were recommendations of the commission except:

(a) The MX is needed to convince the Soviets to negotiate seriously, and to give the United States the ability to destroy Soviet ICBMs in their silos.
(b) The trend toward bigger multi-warhead missiles is dangerous. The United States should negotiate with the Soviets to reduce the number of warheads each side has.
(c) The United States should develop a small, mobile, single warhead missile, "Midgetman," to be deployed in the 1990s.
(d) The United States should base the MX missile on tracks so that it will be mobile.

8. As budget deficits increase, the president is having a harder time gaining congressional approval for his proposed defense spending increases. People who support the increases would say:

(a) U.S. military strength is roughly equal to Soviet strength. Some of the money would be better spent on domestic programs.
(b) The United States should delay building expensive nuclear weapons until our conventional forces are well supplied and the economy is better.
(c) The United States should invest in smaller, less expensive and more reliable weapons instead of spending a great amount of money on unreliable high-technology weapons.
(d) The Soviet Union spends a greater percentage of its GNP on its military. We must be willing to do the same to maintain a position of influence in the world.

9. The nuclear freeze movement reflects a rising public concern about the possibility of nuclear war. Many people attribute Reagan's recent willingness to negotiate with the Soviet Union to the nuclear freeze movement's pressure. The United States and the Soviet Union are currently trying to work out an agreement to reduce the number of intermediate and long-range nuclear weapons. These talks are called:

(a) The Anti-Ballistic Missile Treaty Talks (ABM Treaty).
(b) Strategic Arms Limitation Talks I (SALT I).
(c) Strategic Arms Limitation Talks II (SALT II).
(d) Strategic Arms Reductions Talks (START).

10. Currently the U.S. military is an All Volunteer Force (AVF). However, after the Soviet invasion of Afghanistan, President Carter proposed and Congress approved a draft registration plan. President Reagan opposed the plan during his campaign, but he has since reversed his decision. The draft registration law requires:

(a) every person born on or after January 1, 1960, to register with the Selective Service Administration within thirty days of his or her eighteenth birthday. (Registration cards are available at local post offices.)

(b) every male born on or after January 1, 1960, to register with the Selective Service Administration within thirty days of his eighteenth birthday. (Registration cards are available at local post offices.)

(c) every person born on or after January 1, 1960, to sign up within thirty days of his or her eighteenth birthday to serve two years in the armed forces. (Sign up cards are available at local post offices.)

(d) every male born on or after January 1, 1960, to sign up within thirty days of his eighteenth birthday to serve two years in the armed forces. (Sign up cards are available at local post offices.)

Thought Question 1

Congress must approve any of the president's proposals for defense spending. The 1982 congressional elections changed the make-up of the House of Representatives. Take a look at "The Ninety-eighth Congress" in *Current Issues* to see how Congress changed.

Based on the changes in the composition of the House, do you think the president will find it easier, harder, or the same to persuade Congress to vote for his defense proposals? Why?

Thought Question 2

Do you support or oppose the president's proposed increase in defense spending? Why? If you were a member of Congress representing the district you live in now, would you vote for or against the president's proposed defense budget? Why?

Viewpoints

Directions: Your representative and senators represent your interests in the United States Congress. To help you clarify their stands on all the issues explored in *The Washington Notebook*, fill in the "Viewpoints" chart for each issue. You can find out your legislators' views by:

1. reading the newspaper.

2. calling their district or state offices. The numbers will be listed in the phone book. If you are going to call the offices, designate one person from your group to do the calling. Because legislators' offices are very busy, staff members appreciate one request from a group of people rather than many requests from the same group for the same information. Acting in an organized fashion is considered "good politics."

3. writing to them in Washington. If you are going to write to your legislators for their viewpoints, send just one letter from your group. This way, your legislators' busy offices will only have to respond to one request for information. Making life easier for legislators is also considered "good politics."

Your representative's address is:
The Honorable _____
U.S. House of Representatives
Washington, D.C. 20515

Both of your senators' addresses are:
The Honorable _____
U.S. Senate
Washington, D.C. 20510

By studying and keeping track of this information, you will be able to ask specific questions in your CLOSE UP seminars in Washington.

Viewpoints on Defense

Issue	My Representative	My Senator	My Senator	Mine
1. Draft registration				
2. Funding for the MX missile				
3. The nuclear freeze resolution				

If You Want to Do More...

By Yourself

1. Perceptions Within NATO: NATO, the most important alliance to which the United States belongs, has been in the news very often lately. Glance at the "Western Europe" article in *Current Issues*. List the issues the United States and the Western European countries have disagreed upon. Next to each issue, write the U.S. position and the European position next to that. What implications might these issues have for U.S. defense?

Issue	U.S. Position	European Postion

2. Weapons Systems: Trying to distinguish among all the different weapons systems can be very confusing for some people. The MX missile and the High Frontier system were mentioned in the "Defense" article. Also mentioned in the article were the Trident submarine, the M-1 tank and the B-1B bomber. What are the special features of each of these weapons?

One way to find out is to write a letter to the Department of Defense (DOD) asking for information about each of these weapons. Also write to the House and Senate Committees on Armed Services. Compare and contrast the information you receive. You might also check with interest groups interested in defense policy. Two groups with opposite points of view are the Center for Defense Information and the American Security Council.

Keep a chart of your findings.

Addresses:

Office of the Secretary
Department of Defense
The Pentagon
Washington, D.C. 20301

Committee on Armed Services
U.S. House of Representatives
Washington, D.C. 20515

Committee on Armed Forces
U.S. Senate
Washington, D.C. 20510

Center for Defense Information
303 Capital Gallery West
600 Maryland Ave. SW
Washington, D.C. 20024

American Security Council
499 South Capitol St. SW
Suite 500
Washington, D.C. 20003

With Friends

1. Debate—The All Volunteer Force vs. a Return to the Draft: An ongoing debate in the defense community centers around the All Volunteer Force. You can organize a debate around this topic. Divide into two groups. One group should support a return to the draft, and the other should support maintaining an All Volunteer Force (AVF). You should set time limits for each side to speak. Those supporting the AVF should open the debate. You might want to organize the debate around the following questions:

"Does the All Volunteer Force fulfill our national security needs for military personnel?"

"Does every American citizen have a responsibility to serve in the armed forces?"

2. Negotiations—Nuclear Arms Control: Break into two teams, the Soviet team and the American team. Use the chart in the *Current Issues* "Defense" article to find out how many weapons each nation has now. Be sure you totally understand each nation's strengths and weaknesses. Generally, the Soviet Union has more land-based missiles than the United States. The United States, on the other hand, has more submarine-launched missiles. The Soviet weapons are more powerful, the U.S. weapons more accurate.

When each side has studied and understands the chart, one group must send a message to the other inviting its members to participate in an arms talk.

When the invitation has been accepted, the two groups must meet and decide what weapons to include in the negotiations. Will you consider only strategic weapons and of those only land-based missiles, only submarine-based missiles, only bombers, or all of them? Will you also consider theater nuclear weapons and intermediate-range weapons? Which of these will you talk about first, second, etc.?

Next, try bargaining to get the other side to reduce its weapons arsenal. What tactics can be used?

If you reach an agreement on any reductions, stop and write it down. Both sides must sign the agreement.

If you come to any agreement about anything before the end of an hour, congratulations! You have accomplished a very difficult task.

Social Welfare

Food stamps, Aid to Families with Dependent Children (AFDC), Social Security—these are all social welfare programs that have received a lot of news coverage lately.

Faced with growing federal budget deficits, Congress, at the president's request, has voted for the past two years to limit federal spending on social welfare programs. Opponents of the cuts charge that they have hurt the truly needy. Proponents counter that reducing government spending will help everyone, especially the poor, by reviving the economy.

This year, however, the president confronts a greater challenge in Congress. Although the president has developed a budget that further limits spending on social welfare programs, many representatives and senators believe that federal spending on social programs has been cut enough. The president believes that social welfare spending must be cut to reduce federal budget deficits and further economic recovery.

In recent years many modern social welfare programs have been based on President Franklin Roosevelt's New Deal. New Deal programs sought to offset the effects of the Great Depression. At the time, some people questioned the increasing role of the federal government. Since then, the federal government's involvement in providing for social welfare needs has grown, but a central question remains: What is the federal government's responsibility to the poor?

Multiple Choice

Directions: Read "Social Welfare" in *Current Issues*, then complete the following multiple choice questions. Consult the article to find the answers. This will help familiarize you with the information in *Current Issues*.

1. Presidents must play many roles. In their efforts to change social programs in the United States, both Presidents Franklin Delano Roosevelt and Ronald Reagan acted as:
   (a) chief diplomat, commander-in-chief, economic planner, head of state.
   (b) chief executive, economic planner, crisis decision-maker, head of state.
   (c) chief executive, party chief, chief legislator, economic planner.
   (d) party chief, chief legislator, head of state and commander-in-chief.

2. FDR's New Deal social programs were different from any previous social programs because:
   (a) the programs stressed job creation and social insurance rather than straight relief to the poor.
   (b) the programs stressed straight relief to the poor.
   (c) the programs stressed relief to all classes.
   (d) the programs stressed benefits to the poor with no work in return.

3. The Economic Opportunity Act of 1964 created a number of programs, including job training, preschool education, and rehabilitation. President Johnson and other "Great Society" supporters believed these programs would:
   (a) keep poor people in their place.
   (b) help poor people get jobs that middle-class and upper-class people would not take.
   (c) enable poor people to move out of poverty, considered a permanent condition, into the mainstream of economic life.
   (d) give poor people benefits that would enable them to raise their families under better conditions without working.

4. For the past two years President Reagan has proposed and Congress has approved federal budgets that have limited federal spending on social wefare programs. The president's proposed 1984 budget would further limit social welfare program spending. This reflects President Reagan's belief that:
   (a) welfare programs have only succeeded in institutionalizing poverty and in creating reasons for staying unemployed.
   (b) welfare programs have been successful, but the nation can no longer afford to support them.
   (c) the federal government should help the poor get jobs, no matter what the expense.
   (d) The federal government should take more responsibility for running social welfare programs.

5. Most welfare programs are entitlement programs. This means that:
   (a) any person who is having difficulty making ends meet is entitled to the benefits.
   (b) any person whose income falls below a certain level and who meets certain "household" characteristics is entitled to benefits.
   (c) any person who cannot pay taxes is entitled to benefits.
   (d) any person who has been unemployed for six months or more and who has not sold any of his or her assets (luxury cars, jewelry, property) is entitled to benefits.

6. In order to cut federal spending on such entitlement programs as food stamps, AFDC, and Medicaid, Congress has:
   (a) eliminated the programs because it is impossible to keep spending under control.
   (b) put a ceiling on the amount of money that can be spent and established benefits on a "first come, first served" basis. This will reduce the total number of people who can participate in the programs.
   (c) required businesses to pay some of the costs of social welfare programs from their profits.
   (d) restricted eligibility requirements (for example, by lowering the maximum income

allowed for a person to participate in the program). This has reduced the total number of people who will be able to receive benefits.

7. Social Security is different from other social welfare programs, such as food stamps, in that:
   (a) it is strictly an entitlement program.
   (b) it is paid for with income tax revenue.
   (c) it is a self-perpetuating trust fund to which every working American contributes through a special tax.
   (d) it is only for retired people.

8. Most welfare programs are paid for by:
   (a) the federal government only.
   (b) the state governments only.
   (c) both the federal and the state governments.
   (d) county governments.

9. President Reagan has proposed that vouchers be used to provide government subsidized housing, medical insurance, and even jobs for the poor. The plan to use vouchers in place of federal government social welfare programs reflects the president's belief that:
   (a) the private sector cannot do everything better than government can.
   (b) vouchers will help overcome housing shortages.
   (c) the private sector, not government, is better able to provide services to the poor.
   (d) poor people will be eligible for fewer services with vouchers.

10. President Reagan has enjoyed two years of success in persuading Congress to approve limits on social welfare spending. This year the Democrats have developed an alternative to the president's budget. The Democrats' budget plan differs from the president's in that:
   (a) the Democrats' budget increases social welfare spending and increases defense spending at a slower rate than the administration had proposed.
   (b) the Democrats' budget decreases spending on both social welfare programs and defense.
   (c) the president's budget includes a new tax, which will pay for social welfare programs.
   (d) the Democrats' budget results in a much higher deficit than does the president's.

Thought Question 1

Based on the information provided in "Social Welfare," what, do you think, are the major differences between the way FDR viewed social welfare programs and the way President Reagan views social welfare programs? What are the similarities? What accounts for the differences? With which president do you agree? Why?

Thought Question 2

If you look at the history of social welfare programs in the United States, you will notice that programs or changes in programs were first proposed by a president. Why does it happen this way? What limitations does a president face when he proposes a new program?

Viewpoints on Social Welfare Programs
(See page 18 for "Viewpoints" directions.)

Issue	My Representative	My Senator	My Senator	Mine
1. Using vouchers instead of government subsidized housing and medical insurance to provide for the poor				
2. Changing Medicaid benefits so the elderly would pay for routine hospital care but the government would pay for long-term hospital care				
3. Further limiting federal spending on social programs				

Social Welfare Programs—Whose Responsibility?

In reading "Social Welfare," you learned that welfare is not just one program. Welfare is a term referring to many programs that seek to assist the poor, the disabled, and the elderly. Many executive departments are involved in running the many welfare programs.

Open *Current Issues* to "Names in the Reagan Administration." Read the names of the Reagan Cabinet members. Many of these should be familiar to you. You will hear some of the names often while you are in Washington. Be familiar with them and with the duties Cabinet secretaries perform.

Basically, a Cabinet secretary has three roles to play: that of administrator, advocate, and adviser. As an *administrator* the secretary proposes a budget for his or her department to be included in the president's budget, oversees personnel, and sets internal policy for the department. As an *advocate* the secretary must represent the views of the president to his or her department and voice the department's views to the president. As an *adviser* the secretary recommends policy positions to the president and generally tells the president what he or she thinks of proposed programs or presidential actions.

These three roles of administrator, advocate, and adviser sometimes create conflict for a Cabinet secretary. Why?

Directions: What kinds of programs might these Cabinet secretaries be reponsible for? Many times you can determine the responsible department just by examining the name of a program. Give it a try. Using the list of Cabinet members in "Names in the Reagan Administration," try to determine which department is responsible for carrying out each of the following programs. Also indicate which secretaries head those departments.

Program	Department	Secretary
1. Medicaid		
2. Food Stamps		
3. Supplemental Security Income (income for the disabled)		
4. Energy Assistance		
5. Housing Subsidies		
6. Aid to Families with Dependent Children		

If You Want to Do More...

By Yourself

1. Food Stamps: In *Current Issues* you read that the income ceiling allowing one to be eligible for food stamps was lowered last year from $14,000 for a family of four to $11,000 for a family of four. Do you think a family of four living on $11,000 a year needs food stamps? Try making a household budget using the information below.

Assume that you are the main breadwinner in a family of four and that you earn $11,000 a year. You have a spouse and two children who are twelve and six years old. Your household budget includes rent; food; utility bills—water, electricity, gas, and/or heating oil; clothes and shoes; transportation; school supplies; and entertainment. The average American family pays from one-fourth to one-third of its income for rent.

2. State Requirements for Welfare: Look at the list of social welfare programs in *The Washington Notebook* activity "Social Welfare Programs—Whose Responsibility?" Choose a program and investigate the eligibility requirements by calling your local department of human services. How were the eligibility requirements decided upon? In your state, how much does the federal government contribute and how much does your state government contribute to paying for the program?

With Friends

1. Investigating Requirements for Benefits: Everyone should choose one or two of the social welfare programs listed in *The Washington Notebook* activity "Social Welfare Programs—Whose Responsibility?" For each program find out what the eligibility requirements are. Where in your state would you apply for such programs? Try to get an application for each program. Are the applications similar? How long does it take to fill them out? If you were to apply for

benefits, how long would it be before you started receiving payment?

Each person should report to the group the process and requirements for each program. How do they compare?

2. White House Meeting: The president often consults leaders of the House and Senate to discuss important issues before they are voted on in Congress. These informal meetings provide an opportunity for the president to test an idea, to learn the opinions of Congress, or to gain support for a proposal.

Although congressional leaders meet with the president, the president does not have the final say on proposed legislation; Congress does. Many times, however, legislation passes through Congress more easily if it has the president's support.

Try role playing a White House meeting between the president, two of his advisers, and the House and Senate leadership. The president has called the meeting because he wants to hear different opinions about his proposed cuts in social welfare spending and the chances of their passage through Congress.

Break into three groups. The first group should represent the president, the secretary of health and human services (HHS), and the secretary of defense. The remaining two groups should represent the House leadership and the Senate leadership. (Remember that the House has a Democratic majority and the Senate has a Republican majority.)

The president's group should prepare to answer and ask questions of the House and Senate leaders. The House leaders should prepare arguments against the president's proposal, and the Senate leaders should prepare arguments for the president's proposal.

After preparation, the congressional leaders should present their arguments in turn to the president and the Cabinet secretaries. When sufficient discussion has taken place, the president should decide whether to seek a compromise, change his or her mind completely, or stay with the original proposal.

Questions…Perceptions…Observations…Ruminations…

Civil Rights

From *Plessy v. Ferguson* to *Brown v. Board of Education*, the Supreme Court has set the tone for the nation's attitude toward civil rights. In the past twenty-five years Supreme Court decisions and landmark legislation have actively enforced the rights of all citizens to vote, to go to school, and to participate equally in our government. Racial segregation is no longer legal in any public facility. Discrimination in hiring or housing is no longer legal. But controversy about civil rights still persists. How active should government be in protecting civil rights? Should employers and universities have to adhere to quotas? Should the courts be allowed to order busing to desegregate schools? These are some of the tough questions policymakers are grappling with now.

Multiple Choice

Directions: Read "Civil Rights" in *Current Issues*, complete the multiple choice and thought questions, and then consider the questions in the introduction to this chapter.

1. After the Civil War three constitutional amendments were adopted guaranteeing full rights of citizenship to all men regardless of race. Very often the basis of past and present legal arguments for equal rights in education, employment, and transportation, these amendments are:

(a) the Thirteenth Amendment, which abolished slavery; the Fourteenth Amendment, which guarantees civil rights; and the Fifteenth Amendment, which guarantees the right to vote.

(b) the First Amendment, which guarantees our freedom of expression; the Second Amendment, which guarantees the right to bear arms; and the Fourth Amendment, which protects us from unreasonable search and seizure.

(c) the First Amendment, which guarantees our freedom of expression; the Fourteenth Amendment, which guarantees civil rights; and the Nineteenth Amendment, which granted women the right to vote.

(d) the Twenty-sixth Amendment, which lowered the voting age to eighteen; the Twenty-third Amendment, which gave the citizens of Washington, D.C., the right to vote; and the Nineteenth Amendment, which granted women the right to vote.

2. In the last twenty-eight years the Supreme Court has played an active role in the enforcement of civil rights. The landmark decision that marked the beginning of civil reform in the United States was:

(a) *Plessy v. Ferguson,* because in this case the Supreme Court established the "separate but equal" principle.

(b) *Brown v. Board of Education,* because in this case the Supreme Court determined that separate but equal educational facilities are inherently unequal.

(c) *Harper v. Virginia Board of Education,* because in this case the Supreme Court determined that the Twenty-fourth Amendment, which outlaws the use of poll taxes, applies to state and local elections as well as to federal elections.

(d) *Bakke v. Board of Regents of the University of California,* because in this case the Supreme Court determined that in the absence of any other criteria, racial quotas result in reverse discrimination.

3. In *Plessy v. Ferguson* the Supreme Court established the "separate but equal" principle. For almost 100 years the *precedent* of "separate but equal" had been used to uphold the constitutionality of segregation in cases about schools, universities, and transportation. In 1954, the decision of the Supreme Court in *Brown v. Board of Education* reversed the "separate but equal" principle, replacing it with the precedent of "separate is inherently unequal." Based on this example, what do you think a precedent is in legal terms?

(a) any decision of a court.

(b) a legal principle that is wrong.

(c) a legal principle established in a court's decision that serves as a guideline for future decisions in similar cases.

(d) a legal decision that is later overturned.

4. The 1964 Civil Rights Act is called *landmark* legislation because:

(a) it was the *last* civil rights law enacted by Congress.

(b) it was the *first comprehensive* law that addressed the problems of discrimination in hotels and restaurants, federally funded programs, and hiring.

(c) it represents the *only time* Congress has addressed the issue of discrimination in public places.

(d) it was the *first* civil rights legislation ever enacted by Congress.

5. The Voting Rights Act of 1965 forbids literacy tests, poll taxes, and the intimidation of voters in any state. In states and communities with a history of discrimination, the act:

(a) allows the federal government to run state and local elections.

(b) requires the state courts to oversee all elections in the area and requires the communities to preclear any changes in their elec-

tion laws with the state board of elections.
(c) requires federal examiners to make sure that proper voter registration and election procedures are followed, and requires the community to clear any changes in election laws with the Justice Department.
(d) recommends that states voluntarily submit their redistricting plans to the federal government to make sure that the plans do not discriminate against minorities. The states are also asked to follow proper voter registration and election procedures.

6. One of the most important provisions of the Voting Rights Extension overturns a 1980 Supreme Court decision. The new law:
(a) allows a person or group of people to prove that an election law violates the Voting Rights Act if the law *results in discrimination*. The plaintiff does not have to prove that the law was intended to be discriminatory.
(b) requires that a person or group of people prove that an election law is *intended to discriminate* against them. If it is not so intended, then the election law does not violate the Voting Rights Act.
(c) requires that states found to be in violation of the Voting Rights Act not receive any federal money for fifteen years after the violation.
(d) *allows citizens to prove* that a law was intended to discriminate against them.

7. The Reagan administration opposes using quotas to end racial discrimination. In two conflicting landmark decisions, the Supreme Court determined that:
(a) racial quotas alone can be used as the basis for university admissions *(Regents of the University of California v. Bakke)*, and that voluntary affirmative action programs are in keeping with the 1964 Civil Rights Act *(U.S. Steelworkers v. Weber)*.
(b) racial quotas, whether voluntary or mandatory, can never be used as the basis for university admissions or hiring *(Regents of the University of California v. Bakke)* and *(U.S. Steelworkers v. Weber)*.
(c) racial quotas alone cannot be used as the basis of university admissions *(Regents of the University of California v. Bakke)*, but that voluntary affirmative action programs are in keeping with the 1964 Civil Rights Act *(U.S. Steelworkers v. Weber)*.
(d) all affirmative action programs amount to "reverse discrimination" *(Regents of the University of California v. Bakke)* and *(U.S. Steelworkers v. Weber)*.

8. The role of the Supreme Court is to:
(a) interpret the law within the guidelines of the Constitution.
(b) make laws.
(c) enforce the law.
(d) administer the law—write the regulations and secure the personnel needed to carry out the law.

9. The Reagan administration opposes busing as a means to achieve integrated schools. Members of the administration argue that:
(a) busing is necessary to ensure equal educational opportunity.
(b) busing is ineffective and unfair. It takes control of schools away from the community and puts it in the hands of federal judges.
(c) the magnet school approach has resulted in only modest success.
(d) outlawing busing would deny the courts a tool necessary to uphold the Constitution.

10. New federal guidelines make it somewhat easier for the FBI to infiltrate organizations that use violence to "achieve political or social change." FBI Director Webster said the guidelines will only help the FBI investigate violence-prone groups, but others are concerned that the guidelines might:
(a) infringe upon people's freedom of speech.
(b) interfere with the FBI's investigations.
(c) encourage terrorist organizations.
(d) interfere with people's right to vote.

Thought Questions

Most Americans today agree that everyone is entitled to equal educational opportunity and to fairness in hiring and in buying or renting a house. The courts, Congress, and the executive branch have all developed these ideals since the *Brown* decision. Now we must grapple with trying to implement them. How far should society go in providing equal opportunity?

Thought Question 1

Two measures that were undertaken to promote equal opportunity are affirmative action and the Equal Rights Amendment (ERA). Affirmative action is a current U.S. policy; the ERA is now being reconsidered by Congress. Look at the "pro-con" section on affirmative action. Do you think the U.S. government should or should not support affirmative action programs? What do you think of the *Bakke* decision? Should we support programs that may promote reverse discrimination even if the programs result in the hiring of qualified minorities who would not otherwise have been hired?

Thought Question 2

The Equal Rights Amendment (ERA) has been reintroduced in Congress. Do you support or oppose the amendment? Why?

Viewpoints on Civil Rights
(See page 18 for "Viewpoints" directions.)

Issue	My Representative	My Senator	My Senator	Mine
1. Busing				
2. Affirmative action				
3. New FBI guidelines				
4. Equal Rights Amendment				

If You Want to Do More...

By Yourself

1. Affirmative Action Programs in Practice: Call or write the admissions office of a local university or junior college to find out how affirmative action programs are set up. (Quotas are just one type of affirmative action program.) Many colleges and universities have affirmative action officers. Write or speak to this person. Ask how the university or college actively recruits minority students, if it does at all. Is the institution required to recruit minorities? If so, why? Does the university or college have goals for the number of minority students it would like to recruit? Does it have any special recruiting practices? Does the university or college provide economic assistance for those who cannot afford it? How is economic assistance distributed and by whom? Also, you might want to ask whether the affirmative action program at this particular school is a standard program followed by many schools in the nation or whether it is an unusual program.

   After you have received these answers, look over your notes. Do you think this particular affirmative action plan is doing too little, too much, or an adequate amount to recruit minorities?

Interview with a University or College Affirmative Action Officer

Interview Questions	Answers

2. Fair Housing: Although Congress has passed laws prohibiting discrimination in housing, discrimination still exists. Sometimes it is difficult to determine whether or not a person has been discriminated against when renting or buying a home.

The Department of Justice is responsible for enforcing the Fair Housing Laws. Lately, civil rights groups have charged that the administration has been lax in enforcing these laws. The president has responded with a proposal that would make it easier for the Justice Department to pursue housing discrimination complaints.

If you thought you were being denied the opportunity to rent or buy a house because of your race, religion, sex, or national origin, what would you do? Take some time to find out. Write to the Department of Housing and Urban Development (HUD) and the Department of Justice to learn the steps. Here are their addresses:

Office of the Assistant Secretary
for Fair Housing and Equal Opportunity
Department of Housing and Urban Development
Washington, D.C. 20410

Civil Rights Division
Department of Justice
Washington, D.C. 20530

When you receive your responses, outline the steps your complaint would go through. What kind of action would the Justice Department take if your complaint were valid? How long would the entire process take?

Examine your completed outline. Do you think this is an effective or ineffective process for handling housing discrimination complaints? Why? Do you have any suggestions for changes?

With Friends

1. Discrimination—Setting Standards: Many different types of discrimination have been addressed by the courts and by Congress—discrimination based on sex, race, religion, age, and physical handicap. The courts have set different standards as guidelines for each type of discrimination. For instance, although there is no legal justification for racial discrimination, there are legal justifications for age discrimination.

Divide into two groups, and for each type of discrimination listed above decide:

- whether or not discrimination should ever be justified.
- if so, give examples of justified discrimination.
- if not, explain why discrimination would never be justified.

When you have finished, the two groups should meet to discuss the guidelines you have come up with. Are there any areas of disagreement? agreement? Why do you agree/disagree?

Many times the courts must set these kinds of guidelines because laws do not often account for every individual case. When they do this, the courts must consider the "intent of the law."

Call a local judge or civil rights lawyer and find out what the guidelines are for each type of discrimination. Were your guidelines close?

2. Debate: Should the Equal Rights Amendment Be Resubmitted and Ratified? Background: In June 1982 the ERA was defeated when it failed to gain ratification by enough states. (Ratification of a constitutional amendment requires the approval of three-fourths of the state legislatures: thirty-eight states.) ERA supporters have reintroduced the amendment in Congress, but ERA opponents are confident that they can prevent its passage once again.

What, if anything, would the ERA do for the United States? Is it a needed constitutional amendment? Break into two groups—supporters of the ERA and opponents of the ERA. Both sides should take turns speaking. Make sure your statements are clearly thought out. Use facts to back up your opinions.

You can keep score in this debate: Whenever a team delivers a thoughtful argument based on fact, that team receives one point. When a team offers an opinion unsupported by fact, that team loses one point. Someone who is "undecided" should keep score.

Afterwards, discuss whether it was easy or difficult to tell fact from opinion? Can you define "fact"? "opinion"?

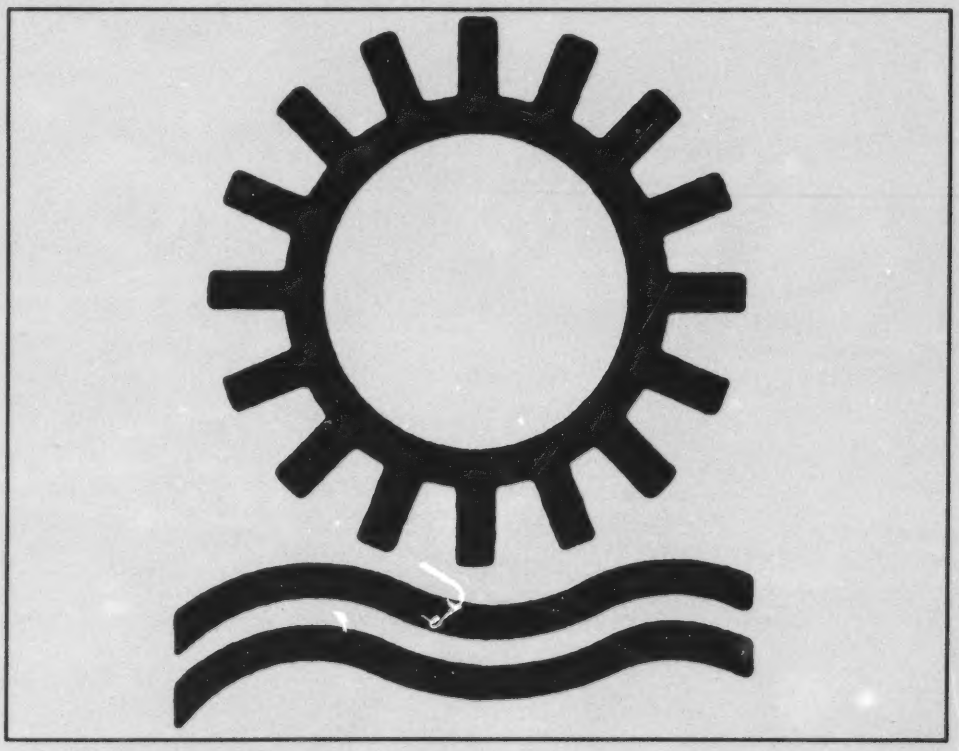
Questions...Perceptions...Observations...Ruminations...

Environment

Some of the most controversial ideas posed by the Reagan administration have concerned the environment. Directed by the Department of the Interior and the Environmental Protection Agency, environmental policy has taken a new turn. The administration has attempted to relax some environmental regulations it feels are too costly for American companies. The administration also favors developing resources on federally-owned lands: e.g., mining coal, exploring for shale oil, and drilling for off-shore oil. Environmentalists have charged that the administration is committed only to promoting the interests of American businesses at the expense of the environment.

In the late 1960s and early 1970s Americans became increasingly concerned about the environment. Prompted by oil spills and record levels of smog and water pollution, Congress passed exacting legislation aimed at cleaning up the land, air, and water and protecting wildlife. To oversee environmental policy and to carry out these laws, Congress established a new regulatory agency, the Environmental Protection Agency (EPA). As a result of many of these environmental laws and regulations, the environment is cleaner today than it was fifteen years ago.

The costs of environmental clean-up have not been cheap, however. Recent discoveries of thousands of toxic waste sites and the problem of nuclear waste disposal will lead to increased costs in the future. How should government balance the costs of maintaining a clean environment with its concern for maintaining a healthy economy? Who should pay for the repair of a damaged environment—the government or the companies involved? These are the central questions of any environmental issue.



Multiple Choice

Directions: To develop some ideas about the environment, read "Environment" in *Current Issues*, then complete the multiple choice and thought questions.

1. and 2. The "Environment" article in *Current Issues* identifies some of the legislation passed to curtail pollution and other environmental hazards. All of this legislation continues to affect us today. Look at the table below. It lists two of the problems that have been identified in the last ten years. What legislation has Congress passed to try to eliminate the problems? List the major provisions of the legislation.

Problem	Legislation Passed to Address Problem	Major Provisions
1. Air pollution		
2. Water pollution		

3. After Congress has written and approved the laws, the executive branch administers and enforces them. Circle any of the departments or agencies below that might be involved in implementing the laws you described above.

Department of State...Environmental Protection Agency...Department of Health and Human Services (HHS)...Interstate Commerce Commission (ICC)...Federal Trade Commission (FTC)...Nuclear Regulatory Commission (NRC)...Equal Employment Opportunity Commission (EEOC)...Department of Interior...Department of Transportation (DOT)

4. Supporters of environmental impact studies claim the studies have helped prevent government action from adversely affecting the environment. Critics charge that they only add to bureaucratic paperwork. Environmental impact studies are:

(a) reports issued by the president that analyze how major federal projects, such as the construction of dams or buildings, will affect the environment.
(b) reports issued by private businesses stating how their projects will affect the environment.
(c) reports issued by Congress that determine how proposed legislation will affect the environment.
(d) reports issued by federal agencies that analyze how federal projects will affect the environment.

5. The Bureau of Land Management (BLM) has identified 2.7 million acres of federal land that it wants to sell to resource developers. This reflects the Reagan administration's view that:

(a) we can no longer afford to import our energy supplies. Coal, shale oil, and offshore oil are available on federal lands. If we develop our own energy supplies, our businesses will be better able to compete with foreign businesses.
(b) many federally owned lands are irreplaceable areas of natural beauty. We should maintain these areas in their natural states.
(c) we have a responsibility to preserve our nation's wilderness areas.
(d) the oil companies and other resource developers are already overextended. We should use the resources on federal lands only in the case of a national emergency.

Regulations, An Example:
The Clean Air Amendments

The Law: In *Current Issues* you learned that through the Clean Air Amendments Congress gave the EPA administrator the power to specify emissions standards for cars (Emissions are the many poisonous substances that make up car exhaust). This is the law. However, after the law had been passed, the EPA had to define it further. What should the emissions standards for cars be? How can the standards be enforced? How should the EPA treat violators of the law? What should the EPA do to keep track of all the industries that would be affected by the clean air laws? Should car manufacturers have to meet an emissions standard within ninety days, one year, or ten years?

Federal agencies respond to questions about the specific details of the law by preparing regulations.

The Regulation: Regulatory agencies must be very careful in writing regulations. The EPA had to attend to the smallest detail so that the Clean Air Amendments would be carried out and enforced as Congress had intended. The excerpt below is one small part of the hundreds of regulations concerning emissions standards.

Manufacturers' Research Program

"Each manufacturer who is subject to these regulations shall institute a research program to work towards the following objectives:

"The development of propulsion systems and emission control technology to achieve the research goal of 0.41 grams per mile oxides of nitrogen."

This regulation established a goal of 0.41 grams per mile of only one of the substances in car emissions. It also required that every manufacturer subject to the regulations start a research program to study nitrogen oxides. For each substance in emissions, there are separate regulations.

6. After reading "Regulations, An Example," decide which of the following describes the general purpose of a regulation:
   (a) to further define a law by working out such details as timelines, definitions of words within the law, and procedures for enforcing the law.
   (b) to require all businesses to do research.
   (c) to establish a safe environment by eliminating pollution.
   (d) to determine how the regulatory agency will inspect sites to make sure the law is being obeyed.

7. Several top officials of the EPA were forced to leave office in early 1983 because they were accused of:
   (a) not agreeing with President Reagan's policies.
   (b) making companies pay too much for the repair of enviromental damage they had caused.
   (c) arranging "sweetheart" deals with companies so the companies could avoid paying for the repair of environmental damage they had caused.
   (d) accepting invitations to lunch and dinner with company executives.

8. The EPA is responsible for overseeing the clean-up of toxic waste sites. (Currently, the EPA is suing some of the 224 companies that originally dumped toxic wastes to make them pay for the clean-up.) In addition, state governments provide some funds for clean up. Through the Superfund the federal government provides money to:
   (a) assume payment of clean-up costs after the polluting company and the state have paid all they can afford.
   (b) pay for the initial costs of the clean-up.
   (c) pay for the total cost of the clean-up.
   (d) pay for the clean-up of toxic waste sites on federal land.

9. The Reagan administration is supporting changes in the Clean Air Amendments that would significantly relax both auto and factory pollution standards because:
   (a) the administration believes air pollution is no longer a problem.
   (b) the administration believes that relaxing pollution standards will help industry and the consumer, especially the auto industry, by lowering the cost of producing a car while not significantly harming the environment.
   (c) pollution standards have actually saved money for industry by encouraging more efficient use of resources and by helping to

lessen the amount of disease and environmental damage caused by industry.
(d) factories have become so efficient in controlling pollution that they no longer require oversight by the federal government.

10. The administration generally believes that nuclear energy should continue to be developed. One of the major problems with nuclear energy right now is:
(a) that we have neither adequate ways to dispose of nuclear waste nor enough disposal sites.
(b) that we do not need the energy generated by nuclear power plants.
(c) that citizens cannot afford the power generated by nuclear power plants.
(d) that all states are willing to accept the contaminated waste.

Viewpoints on the Environment
(See page 18 for "Viewpoints" directions.)

Issue	My Representative	My Senator	My Senator	Mine
1. Using wilderness lands for energy development				
2. Selling federal land to resource developers				
3. Making polluting companies pay for the clean-up of toxic waste sites				
4. Relaxing pollution standards set by the Clean Air Act				

Thought Question 1

The Environmental Protection Agency is a regulatory agency. The administrator of the EPA is appointed by the president. Many times, as a new president takes office the focus of an agency will change to keep in line with the new administration's policies. Do you think the focus of the EPA has changed under President Reagan? If so, how? If not, what has prevented it from changing?

Thought Question 2

In the table below list the advantages and disadvantages of opening up federal lands for energy and mineral development. Do you support opening up these lands for development? Why or why not?

Energy and Mineral Development on Federal Land

Advantages	Disadvantages
a.	
b.	
c.	
d.	

If You Want to Do More...

By Yourself

1. Nuclear Energy: You have learned that the Reagan administration supports the development of nuclear energy, and that in 1982 Congress passed legislation establishing a national plan for the disposal of nuclear waste. Nuclear energy development is another case of trying to balance concern for the environment with our energy needs. Do you generally support or oppose the development of nuclear energy? Why?

One of the problems with nuclear energy has been the disposal of the radioactive waste. Describe the national plan established by Congess for the disposal of nuclear waste. What other waste disposal plans are under consideration? (You can find out by writing to: Office of the Secretary, U.S. Department of Interior, Washington, D.C. 20240.)

2. Clean Air Act: Congress has been revising the Clean Air Act. As you know, the Reagan administration and many businesses have supported relaxing pollution standards for factory and car emissions. Environmental groups have vehemently opposed such legislation. Check back issues of newspapers and news magazines, or write to the appropriate House and Senate committees* to gather information on the major changes in the Clean Air Act that Congress is considering. Would any of the changes affect any of the businesses or institutions in your area?

Remember to show you are organized by sending only one letter from your school or organization to each committee when asking for information.

*House Committee on Science and Technology
Washington, D.C. 20515

Senate Committee on Environment and Public Works
Washington, D.C. 20510

With Friends

1. Debate: Acid Rain and Emissions-Control Fund—Whose Responsibility?
Background: The Reagan administration argues that too little is known about the causes and effects of acid rain to require factories to comply with strict and expensive emissions control regulations. On the other hand, many senators and representatives believe that although the controls are expensive, they are necessary. Some members of Congress believe industry should not be expected to assume the entire cost of the controls. Therefore, they have introduced a bill to impose a utilities tax on consumers, the revenue from which would form a nationwide emissions-control fund. Industry could then use the money to purchase emissions-control equipment.

Before you start, read the acid rain section of "Environment" in *Current Issues*. Then divide into two groups: those who support the emissions-control fund and those who oppose it. In your debate, consider the following points:

- the citizens' responsibility, if any, to pay for factory emissions controls; industry's responsibility, if any, to pay for factory emissions controls.
- the nation's responsibility, if any, to other nations (i.e., Canada).
- the responsibility of the federal government in this matter.

- the financial costs involved in controlling emissions to prevent acid rain and the costs to society (i.e., a damaged environment, increased health problems) involved in not preventing acid rain.
- the probability of preventing acid rain with emissisons controls.
- the probability of more environmental damage occurring without emissions controls.

2. Survey—Community Environmental Concerns: It seems that every state has at least one environmental concern. In Minnesota, citizens are worried about the effects of acid rain on the Boundary Waters. In Louisiana, citizens are worried about the pollution of the Mississippi River. In Oklahoma and California, citizens are concerned about the distribution of water and the effects of diverting water from one part of the state to another.

What about your state? Take a survey of your school or town. What environmental concerns do people have? Are people more concerned with other issues? Make your survey short so you don't take up too much time. (See "Sample Survey" below.)

Compile the results of your survey. Can you make any generalizations about: 1.) what issues are important to the people in your school or community; 2.) what environmental issues are important to them; 3.) whether or not people consider the environment to be a very important issue.

Can you think of any explanations for the results of your survey?

Sample Survey Questions

1. Of the following, which is the most important domestic issue today:
   - unemployment
   - the environment
   - defense
   - civil rights
   - energy

2. What is the most important environmental issue in your community?

3. Is this environmental issue more, less, or just as important as the issue you chose first?

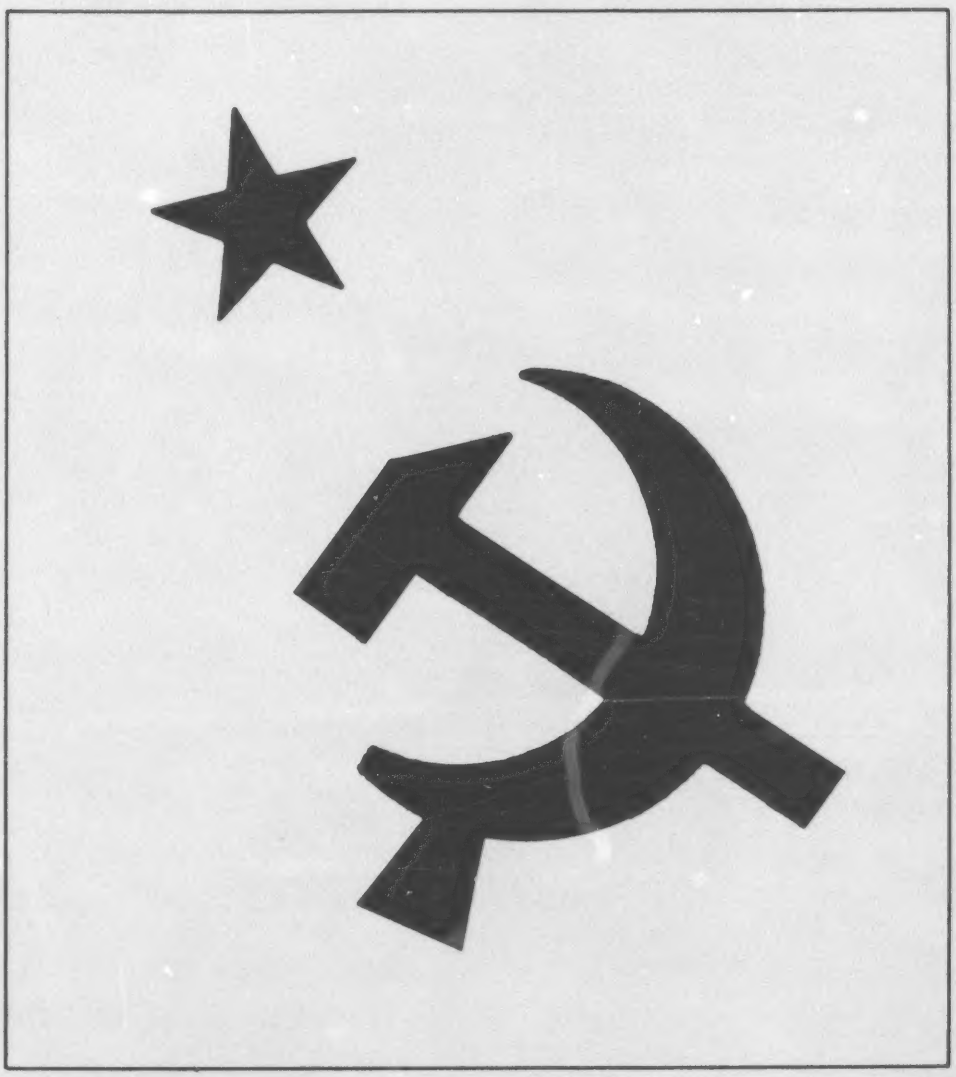
You can, of course, develop a more involved survey.

Questions...Perceptions...Observations...Ruminations...

Soviet Union

In many ways the Soviet Union and the United States are two of the most closely linked nations in the world. Almost every night you can hear something about U.S.-Soviet relations on the news. The United States and the Soviet Union are trying to work out a long-term grain sales agreement; they are also negotiating nuclear arms control agreements. In addition to the cooperative effort, there is the traditional war of words. The Soviet Union condemns U.S. intervention in Central America, and the United States condemns Soviet intervention in Afghanistan and Poland. Because these two superpowers wield so much influence in the world, they are constantly watching each other.

What do the superpowers have in common? What differences do they have? Why do we trade with the Soviet Union? Why are we pursuing arms reduction agreements? Understanding U.S.-Soviet relations is a key to understanding U.S. foreign policy.



Multiple Choice

Directions: Read the "Soviet Union" article in *Current Issues* and test your understanding by completing the multiple choice and thought questions that follow.

1. The United States and the Soviet Union were allies during World War II, as both nations sought to defeat Hitler. However, toward the end of the war, the two countries disagreed intensely over what kinds of governments should be instituted in Europe. The beginning of the Cold War was marked by:
   (a) the Korean War, 1950-1953.
   (b) the establishment of pro-Soviet communist governments in Eastern Europe, late 1940s.
   (c) the Cuban Missile Crisis, 1962.
   (d) the invasion of the Dominican Republic by U.S. Marines, 1956.

2. U.S. policymakers felt that rather than force the Soviet Union out of Eastern Europe, the United States should try to *contain* communism and prevent Soviet expansion elsewhere. All of the *tools of foreign policy* below were used to contain the Soviets in Eastern Europe except:
   (a) providing *economic and military aid* to governments challenged by communists *(Truman Doctrine)*.
   (b) providing Western European countries with *economic aid* to help them rebuild their economies after the war *(Marshall Plan)*.
   (c) forming *alliances* for collective security *(NATO and Japan)*.
   (d) confronting the Soviets with direct *military action*.

3. The policy decision for the United States to enter the conflict in Korea and Vietnam can be traced to the "domino theory." Policy based on the domino theory would call for the United States to:
   (a) take action to stop the spread of communism in one nation in order to prevent all neighboring nations from falling to communist rule.
   (b) maintain free trade in the world by fighting communism at all costs.
   (c) prohibit nuclear war by being brave enough to fight small-scale conventional wars.
   (d) maintain U.S. troops in Europe in order to confine the Soviets to Eastern Europe.

4. Discovering that the Soviet Union had placed missiles in Cuba in October 1962, President Kennedy ordered a full-scale naval blockade of Soviet ships coming into Cuba. The Cuban Missile Crisis marked a turning point in U.S.-Soviet relations because:
   (a) the Soviets were finally humiliated.
   (b) the United States and the U.S.S.R. came very close to war and shortly after the crisis began negotiations for the Nuclear Test Ban Treaty.
   (c) the United States lost a diplomatic battle.
   (d) the United States and the U.S.S.R. became even more antagonistic toward each other and entered a period of more ferocious hostility.

5. President Nixon and Secretary of State Kissinger believed detente was the most effective policy to pursue with the Soviet Union. Detente emphasizes maximizing cooperation and minimizing conflict. The policy resulted in:
   (a) greater contact between the two nations through agreements that fostered cooperation in agriculture, health, space exploration, and other fields, and that promoted arms control negotiations.
   (b) a more isolationist policy, which included restrictions on trade with the Soviet Union and limitations on scientific exchanges.
   (c) less contact between Soviet leaders and U.S. leaders.
   (d) a more militaristic policy toward the Soviet Union, including refusals to negotiate arms control agreements and a simultaneous build-up of the U.S. military.

6. Trade sanctions are a tool of foreign policy. For example, the United States refused to ship wheat to the U.S.S.R. after the Soviet invasion of Afghanistan (1980) and withheld pipeline equipment from the Soviets after the crackdown in Poland (1981). Supporters of the sanctions argued that they were the only way to influence Soviet behavior short of war. Opponents argued that the sanctions were contrary to U.S. national interests because:
   (a) imposing sanctions is the only way the

United States can "punish" the Soviets without declaring war. The United States must use sanctions to demonstrate its willingness to uphold certain principles.
(b) sanctions are ineffective and hurt U.S. businesses more than they affect Soviet behavior. If anything, sanctions tend to increase the level of conflict and harden the Soviet position.
(c) sanctions affect Soviet behavior more than they hurt U.S. businesses. When shortages occur, the Soviet leaders will have to explain them to the Soviet people. This will cause them to think twice next time.
(d) sanctions raise the world's opinion of the United States. Many nations threatened by communists will see the United States' willingness to stand up for what it thinks is right.

7. The administration is currently pursuing a dual policy concerning nuclear weapons: negotiating arms reduction agreements with the U.S.S.R. while building up the U.S. military. According to the president and his advisers, the build-up is necessary because:
(a) the Soviets' nuclear force is superior to that of the United States. The United States must build up its nuclear arsenal so it will equal that of the Soviets. This will force the Soviets to pursue serious arms reduction negotiations with the United States.
(b) in the arms race the United States and the Soviet Union have reached *essential equivalence*: Our nuclear arsenals are basically equal in strength. The U.S.S.R. already wants to pursue an arms reduction agreement as much as the United States does.
(c) the U.S. nuclear arsenals have been consistently superior to those of the U.S.S.R. Unless the United States builds more nuclear weapons, the Soviets will lose respect for us and will not want to negotiate an arms reduction agreement.
(d) the United States and the Soviet Union already have enough nuclear weapons to destroy each other. The time has come to reduce the number of nuclear weapons in the world. We should negotiate a nuclear weapons freeze or reduction with the U.S.S.R.

8. The Soviets oppose the Reagan administration's proposal for reducing strategic nuclear arms. Reagan has proposed that both nations reduce the number of land- and submarine-launched missiles they now have, and that they also reduce their total number of warheads. In addition, each nation would be allowed to position only half its warheads on land-based missiles. The Soviets think this plan is unfair because:
(a) the United States has more land-based missiles than the Soviet Union.
(b) the United States would have to dismantle some of its newest submarine-launched missiles.
(c) the Soviet Union would have to dismantle all of its land-based missiles, but the United States could keep its entire supply.
(d) the Soviet Union would have to dismantle some of its newest land-based missiles, but the United States would keep all of its newest submarine- and land-based missiles.

9. The president is ultimately responsible for making all U.S. foreign policy decisions. However, he must respond to public opinion as expressed through members of Congress, the media, or public demonstrations. Through public opinion, several alternatives to the Reagan administration's nuclear policy have emerged. All of the following are alternative proposals except:
(a) negotiating with the Soviets for a guaranteed arms build-down.
(b) building the MX missile to force the Soviets to negotiate seriously.
(c) negotiating with the Soviets for a freeze in the production, deployment, and testing of nuclear weapons.
(d) negotiating with the Soviets to limit the number of warheads per missile but to allow each nation a larger number of missiles.

10. Critics of the administration's policies toward the Soviet Union would agree with which of the following perceptions of the Soviet Union?
(a) The Soviet Union is an expansionist nation that must be controlled.
(b) The Soviets are solely responsible for starting the new arms race.
(c) Many Soviet actions have been reactions to anti-Soviet moves by the United States.
(d) The Soviets "reserve the right to commit any crime, to lie, (and) to cheat."

Thought Question 1

Imagine that the president has just appointed you secretary of state. As secretary of state you have a large responsibility for molding U.S. foreign policy. The president needs your advice.

Prior to your appointment the president heard conflicting opinions from his advisers concerning U.S.-Soviet relations. Read the "pro-con" section of the "Soviet Union" chapter in *Current Issues* for the advisers' opinions. Pay special attention to the question: "Should the United States link arms control negotiations to Soviet behavior?" What do you think? The president needs to know your answer to this question. In a brief memorandum, describe your opinion. To what extent, if any, should U.S. policy toward the Soviet Union be linked to Soviet behavior?

MEMORANDUM

TO: The President of the United States
FROM: Secretary of State
RE: Linking Arms Control Negotiations to Soviet Behavior
DATE:

Thought Question 2

The United States has many tools of foreign policy available for use in pursuing its national interest: Diplomacy, negotiations, trade agreements, trade sanctions, and military force are some. Trade is becoming a particularly important issue between the United States and the U.S.S.R.

Read "What Is the National Interest?" on the next page. Do you think it is in the national interest of the United States to trade with the Soviet Union? Why or why not? In your answer, consider the security, political, economic, and ethical reasons for either trading or not trading with the Soviets.

What Is the National Interest?

Promoting the *national interest* is the goal of every nation's foreign policy. Acting in the national interest means doing what is best for the country. Of course, not all people agree on what is best for the country. So, perceptions of the national interest vary from person to person and from era to era.

The most basic national interest of every nation is ensuring the physical survival (security) of the nation. But we must also consider economic interests (such as trade and economic growth), political interests (such as our relations with our allies), ethical interests (such as whether or not we should take a stand against human rights violations in other nations), and finally we must consider the combination of all these interests.

Perceptions of our national interest have varied greatly concerning U.S. relations with the Soviet Union, from president to president, from event to event, and from era to era.

Viewpoints on the Soviet Union
(See page 18 for "Viewpoints" directions.)

Issue	My Representative	My Senator	My Senator	Mine
1. A perception of the Soviets as expansionists				
2. Trade with the Soviet Union				
3. Sanctions denying the U.S.S.R. equipment for its gas pipeline				
4. U.S. participation in START				
5. A proposal to conduct nuclear freeze talks with the U.S.S.R.				

If You Want to Do More...

By Yourself

1. Geopolitics: The "Soviet Union" article in *Current Issues* notes that the U.S.S.R. has hostile neighbors, including China. Some experts believe the Soviets maintain such a large army not because they are expansionists but because they must defend their borders.

Look at a map of the Soviet Union. List all the nations that share borders with the U.S.S.R. Next to each, indicate whether the nation is "friendly" or "hostile" toward the Soviet Union.

Now do the same for the United States.

U.S.S.R.		**United States**	
Bordering Nations	Friendly or Hostile?	Bordering Nations	Friendly or Hostile?

What do you think about the theory noted above? Should anything else be considered besides geography in analyzing a nation's behavior? If so, what?

Looking at the geography of a nation—its boundaries, terrain, available resources, waterways—and discovering how these geographical characteristics affect the nation's politics is called *geopolitics*. The United States, for example, has the geopolitical advantage of being bounded by two oceans. The United States is said to have a geopolitical interest in Central America because it is so close to us.

2. Interdependence: The United States and the Soviet Union depend on other nations for goods and services. The United States, for example, is currently the world's largest grain producer and therefore needs to sell grain to other nations. The Soviet Union does not produce enough grain to feed its people and therefore needs to buy grain from other nations. For this reason, the United States and the U.S.S.R. are pursuing a long-term grain sales agreement.

Why would these two nations want to trade with each other? Use *Current Issues,* newspapers, and news magazines to find answers to the following questions:

- Why does the United States want to establish a long-term grain sales agreement with the Soviet Union? (Hint: Examine the effects of the grain embargo on U.S. farmers and businesses.)

● If the Soviet Union needs grain for food, why is it hesitant to conclude a grain sales agreement with the United States?

● What are some of the political and security interests both nations must consider?

In the world today all nations depend on each other for goods and services. A nation can no longer act in isolation; an action in one nation will affect other nations. This condition is called *interdependence.*

Trade makes nations more interdependent. In 1980, recognizing the importance of trade to the U.S. economy, the secretary of commerce established the International Trade Administration (ITA) to promote world trade and to strengthen the international trade position of the United States. If you would like to find out more about trade between the United States and the Soviet Union (or other nations), write to:

Office of the Assistant Secretary for Trade Administration
International Trade Administration
Department of Commerce
Washington, D.C. 20230

With Friends

1. North v. South and the Law of the Sea: What Do the Soviet Union and the United States Have in Common? In recent years the Soviet Union and the United States have often found themselves on the same side of issues involving the Third World. This tension between the developed nations north of the equator and the developing nations south of the equator is referred to as the "North-South debate." Most of this tension results from arguments about how resources should be distributed.

The most recent example of the North-South debate concerned the Law of the Sea Treaty. After ten years of negotiations, the Reagan administration decided that the United States would not sign the treaty. The Soviet Union abstained from voting on it. Using the *Readers' Guide to Periodical Literature* in the library, find some articles about the Law of the Sea Treaty. What were the basic provisions of the treaty? Why did the United States and the Soviet Union not want to sign it?

Divide into two groups. One group should list the concerns of the developing nations. The other group should list the concerns of the developed nations. Report to each other. What does each group think of the other's concerns?

2. Perceptions of World Events: The media can also be used to help implement a nation's foreign policy. The United States and the Soviet Union both engage in "propaganda wars." Recognizing the influence of the media, both nations use various media to promote their ideologies and cultures. The United States broadcasts radio shows that highlight U.S. music and praise democracy as a way of life. The Soviets broadcast radio shows that highlight Soviet music and praise communism as a way of life. These radio shows also include news.

The differences between U.S. news and Soviet news reflect our differences in ideology, culture, and history. Nations view world events from different perspectives. Frequently, they will publicize their interpretations of world events in order to influence world opinion.

Nations in conflict or in need are often the targets of U.S. and Soviet propaganda. The two superpowers compete to influence the people of such nations.

Try writing your own news programs, taking a different perspective in each. Your target audience is the people of El Salvador.

Divide into two groups. One group will be the Soviet radio station broadcasting to El Salvador. The second group will be the U.S. radio station broadcasting to El Salvador. Use the front section of the day's newspaper to design a five-minute news report.

After each group has written its news show, it should deliver the report to the other radio station. (The United States and the Soviet Union pay careful attention to each other's media.) The United States should go first, followed by the Soviet Union.

Afterwards, both stations should decide whether they would change the next hour's news report (if they were to write it) because of something the other station mentioned.

How did the two reports differ? Why? Does promotion of national interests account for any of the differences? If so, how?

The Budget

You will probably be in Washington during the budget "season." In January the president will be preparing his budget proposal. In February he will submit it to Congress. In March various congressional committees will be holding hearings on the president's proposal and will write up their own recommendations. In April the budget committees will prepare the first budget resolution. In May the first budget resolution will be voted on in the budget committees. The Washington newspapers will be full of stories about the budget: what the president wants, what the Democrats want, and what the Republicans want. Many of your CLOSE UP speakers will mention the budget.

Why all this fanfare about the federal budget? The federal budget is important to every U.S. citizen because it sets national priorities by saying how much, if any, money will be spent for the many federal programs. The budget process is government's way of distributing its limited resources.

When you understand how budgets are developed, you will better understand how government at all levels works. This unit about the budget is based on "The Economy" and "The Budget, 1983" in *Current Issues*. The readings are followed by a "Do-It-Yourself Budget Activity," which will give you an idea of the careful consideration that must go into the development of a budget and the trade-offs that must be made.

The Components of a Budget

In any budget, whether it is your family budget or the federal budget, you will want to consider two main components. One component is *revenue*. Revenue is your income, money that comes to you. The other component is *spending*, the money you pay for goods and services you want or need. If your budget shows that you have spent more money than you have made, you have a *deficit*.

The Basic Components of the Federal Budget

Revenue

This refers to money collected by the government in the form of income taxes, business taxes, taxes on cigarettes and alcohol, and Social Security taxes

Spending

This refers to money paid out by the government for the provision of goods and services. This includes the maintenance of the food stamp program, the EPA, the military, and the judicial system, and the funding of college loans and all other federal programs.

The Budget and the Economy

Changes in the economy can affect both revenue and spending in the federal budget. How does the economy affect these two components of the budget?

To gain insight into the budgetary process, read "The Economy" in *Current Issues*. Complete the reading guide on the following page as you read.

Directions: Read "The Economy" in *Current Issues,* paying special attention to the effects of economic changes on revenue and spending. Keep track of the effects by using the table below. In the appropriate column, write "increase," "decrease," or "no direct effect" to describe the influence of each economic condition on both revenue and spending. (When you are finished, you will have a useful reference for any discussion of the budget.)

Reading Guide:
Economic Influences on the Federal Budget

How Does This Affect...	Revenue	Spending
1. Inflation		
2. Unemployment		
3. Tax Cuts		
4. Tax Increases		
5. Businesses' Selling Less		
6. Increases in Interest Rates		

The Budget and Politics

Of course, the budget is a very complicated topic, and the reading guide is a very simple chart. The budget process becomes harder to understand when you consider its political dimension. Read "The Budget, 1983" in *Current Issues* to get an idea of Congress' role in the budget process.

The Budget Process: What Will Be Happening While You're in Washington?

When you come to Washington, the president, his advisers, and Congress will be busily working on the federal budget. This month-by-month outline traces the budget as it moves from the White House, as the president's proposal, to the Capitol, as a final document. The months serve as goals for Congress; do not be surprised if the budget process is behind schedule when you arrive in Washington.

FEBRUARY

The President's Budget Proposal

With the assistance of his advisers, mainly the director of the Office of Management and Budget, the president develops the administration's proposed federal budget for the upcoming year and submits it to Congress for consideration.

APRIL

Recommendations on the President's Budget Proposal

All House and Senate committees* review the president's budget and send their recommendations to the House and Senate Budget Committees.

The Congressional Budget Office (CBO) submits its impartial report on the president's budget. The CBO report includes estimates of the size of the deficit, the costs of programs, and the amount of revenue to expect.

MAY

The First Budget Resolution

The House and Senate Budget Committees set general spending limits. The first budget resolution is an outline of the federal budget that tells Congress how much money it can spend within categories. The first budget resolution does *not* tell Congress what specific programs will be funded.

All House and Senate committees consider specific programs and approve or disapprove them. For instance, the House and Senate Armed Services Committees approved a program to build the MX missile. The House and Senate Agriculture Committees approved the continuation of the food stamp program but with stricter eligibility requirements. The committees usually do not say how much money should be spent on the program. They usually write, "such funds as will be necessary" or "not to exceed...." The bill is then sent to the appropriations committees for an exact funding level.

JUNE

House and Senate Approval of the First Budget Resolution

The House and Senate debate the first budget resolution as proposed by the budget committees and consider alternative proposals. This is an important vote. In the past it has been a test of the president's power: Will Congress accept the president's priorities or insist on priorities of its own? After approval of the first budget resolution, priorities for general levels of spending are set and binding.

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*The budget goes through the House and Senate separately. References to the budget committees and the appropriations committees mean both the House and Senate committees working independently. Differences between the House and Senate versions of the budget are resolved in the conference committee.

AUGUST

Funding for Specific Programs

The appropriations committees assign specific amounts of money to be spent on all federal programs. For instance, the committees would decide how much to spend on building the MX missile. The committees must also keep in mind that for every category of programs, they have a spending limit they must not exceed. If the committees are considering defense programs, then total spending for all such programs—MX missile, salaries and benefits for service personnel, upkeep of bases, development of new weapons systems, repairs, etc.—must not exceed $214 billion, the limit agreed to in the first budget resolution.

As soon as the appropriations committees have passed a bill assigning funds to a federal program(s), the bill is returned to the budget committees. The budget committees are supposed to keep spending within the limits of the first budget resolution. They add up the cost of all programs within a category. If the total exceeds the limit of the first budget resolution, the bill is returned to the appropriations committees to be cut.

SEPTEMBER

Second Budget Resolution and Reconciliation

Rising interest rates, inflation, unemployment, and other political trends and events can change the budget estimates for revenue, spending, and the deficit. The second budget resolution affords Congress a chance to make adjustments in the budget to account for these changes.

After the second budget resolution, some of the appropriations bills may have to be changed to fit into the new resolution. Making changes in specific programs (usually cutting spending) in order to meet the limits set in the second budget resolution is called *reconciliation*. It is so called because Congress is adjusting spending to meet the new limits.

Priorities and Obligations: Developing a Federal Budget

You have now read at least seven articles—"Defense," "Social Welfare," "Civil Rights," "Environment," "Soviet Union," "The Economy" and "The Budget." Any analysis of the budget requires knowledge of a broad range of issues. You must be able to clearly see all the choices available to you in distributing government revenue. You need to know the types of goods and services the federal government provides to its citizens and who is affected by these goods and services. Now that you have learned some of this and have developed some opinions about how the government is spending our money, it's your turn to develop a budget.

Directions: Constructing a federal budget is a difficult task, especially because in a democratic government so many people are involved. Through our representatives and senators, we all have a say in how our tax dollars are spent.

The following activity is a five-step process of developing a federal budget. It is based on actual categories of spending used by Congress and the president. The monetary values are rounded-off estimates. You should go through this activity twice to gain an understanding of how different perceptions affect the federal budget. Do the activity first *as a citizen* of the United States. Then do the activity *as a representative* from your congressional district. See if any of your ideas change.

Step 1: Identifying Concerns

Directions: List some of your concerns about the federal budget. Write down a few rough ideas about how you think federal money should or should not be spent.

As a Citizen

Think of yourself as a voting citizen of the United States. What kind of budget, do you think, would be best for the country?

As a Representative

Think of yourself as the representative from your congressional district. It would help you to find out:

- the rate of unemployment in your district _____ %
- the major industry or source(s) of employment _____
- the party to which the majority of registered voters belong
  Democratic
  Republican
  Other
- the percentage of people who receive federal assistance _____ %
- the number of military bases in your district _____
- whether your constituents generally support or oppose the president's policies _____

You can obtain this information by writing to your representative, calling his or her local office, or referring to *The Almanac of American Politics, 1982* by Michael Barone and Grant Ujifusa (Barone & Company, Washington, D.C.).

Step 2: Setting Basic Priorities

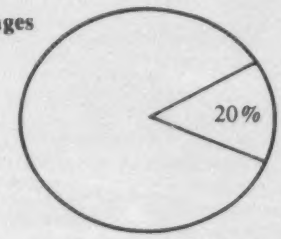
Directions: In the table below are listed the six categories of spending that you will be working with throughout this activity. These six categories cover the programs you have read about in *Current Issues*. Next to each heading, list some of the major federal programs included in each category. Then rank each category according to importance—1 is most important, 6 is least important. Keep in mind the concerns you identified in Step 1.

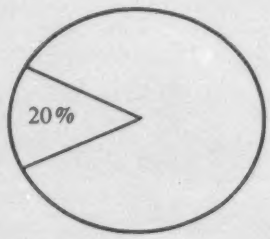
Category	Major Programs	Rank as a Citizen	Rank as a Representative
National Defense			
International Affairs			
Natural Resources and Environment			
Education, Training, Employment, and Social Services			
Health			
Income Security			

Step 3: Determining Proportions

Directions: These six categories of spending accounted for approximately 80 percent of last year's federal budget. Think of the pies below as the total budget. A portion of the budget, 20 percent, is fixed for this activity. Look at your priorities above and take them one step further: Divide the pie to show what percentage of the budget you would spend on each category.

Budget Percentages As a Citizen





Budget Percentages As a Representative

Step 4: Assigning Monetary Values

Directions: Assume you have a totai of $670 billion to spend on these six categories of programs. (In FY 1983 approximately this much will be spent on these categories.) How much would you spend on each category?

Category of Spending	Amount You Would Spend as a Citizen	Amount You Would Spend as a Representative
National Defense		
International Affairs		
Natural Resources and Environment		
Education, Training, Employment, and Social Services		
Health		
Income Security		
Total		

Step 5: Offsetting Deficits

Directions: You have spent $670 billion on your part of the federal budget, but the government has only collected $530 billion in revenue. You therefore have a deficit of $140 billion.

You have four possible ways to offset the deficit. Read the following table and jot down next to each solution at least two possible consequences that could arise if you were to choose that option.

Solutions	Consequences as a Citizen	Consequences as a Representative
Solution A Accept the $140 billion deficit	1. 2.	1. 2.
Solution B Raise taxes $140 billion	1. 2.	1. 2.
Solution C Cut spending $140 billion	1. 2.	1. 2.
Solution D Raise taxes and cut spending to account for the $140 billion deficit	1. 2.	1. 2.

Carefully examine each solution and the possible consequences. Choose the best solution for your role. Follow the directions below for the solution you have chosen. Use the space provided on the next page for your response.

If you have chosen Solution A:
As a citizen, write an editorial to support your position. Imagine that you will deliver your editorial on a local television station.

As a representative, write a one-page letter to your constituents explaining why you have chosen to accept the deficit. Include a brief description of how it will affect your district and the nation.

If you have chosen Solution B:
As a citizen, write an editorial to support your position. Imagine that your editorial will be printed in a local newspaper. Include a brief description of who should be taxed and why.

As a representative, write a letter to your constituents explaining why you are supporting higher taxes. Include a brief description of your proposal, explaining who should be taxed and why.

If you have chosen Solution C:
As a citizen, make a chart similar to the one in "Step 3." Indicate which categories and programs should be cut and by how much. Write a one-paragraph radio editorial explaining why these specific cuts are justified.

As a representative, make a chart similar to the one in "Step 3." Indicate which categories and programs should be cut and by how much. Write a one-paragraph cover letter to those constituents to whom you are sending the chart.

If you have chosen Solution D:
As a citizen, write a letter to your representative explaining why you support this combined solution. Include with the letter the following chart indicating which programs will be cut and by how much, and which taxes will be raised.

Revenue	Raise the following taxes:	**Spending**	Cut the following programs:
	1.		1.
	2.		2.
	3.		3.

As a representative, write a letter to your constituents explaining why you support this combined solution. Describe who in your district will be affected. Indicate which programs will be cut and by how much, and which taxes will be raised.

Use This Space for Your Answer

Support for Solution _____, as a citizen

Support for Solution _____, as a representative

On Your Way to Washington

(Some hints for making the most of your CLOSE UP week)

By now it is getting close to the time when you will be coming to Washington. After struggling with the budget, thinking about the environment, pondering U.S.-Soviet relations, contemplating social welfare programs, considering civil rights, and debating defense, you are going to be very well informed for your CLOSE UP week. In fact, you will probably be better informed than the average American. You have read and thought about the institutions and issues that are important to the nation. You probably understand the changing nature of our government a little better.

How can you make the most of this knowledge? While in Washington, follow up on the ideas you have developed in reading *Current Issues* and in completing the activities and questions in *The Washington Notebook*. Ask questions during the seminars and join in the discussions. Have an idea of what you would like to learn and what questions you would like to ask.

Thinking About Washington
How and When Do I Ask Questions?

The CLOSE UP Week: First, you need to know the basic outline of the CLOSE UP week. Your week will include:

Seminars	Workshops	Social Events
Keynote	Five to six times during the week, you will meet with a small discussion group and your program instructor to consider the issues and events of the day. You will also have a walking workshop of Capitol Hill and a bus tour.	Pizza night or similar event
Presidency		
Congress		Theater night
Judiciary		Free time on Friday
International Relations		
Defense		Final Banquet
Domestic Issues Forum		
Lobbying and Interest Groups		
Media		

Daily Schedules

You will always know the activities of the day because you will have received a schedule the night before. The schedule will include the dates and times of the seminars and other activities as well as the names of the speakers. Biographies of the speakers will be on the back of your schedule.

Biographies

Always read the speaker's biography before a seminar. The biography can provide useful information about the speaker and clues to the kinds of questions you might want to ask. The biographies usually include the speaker's educational background, work experience, and current employment. From this information you can sometimes determine the speaker's political orientation.

Directions: Examine the two biographies below and try to determine the political bias of the speakers by answering the questions and following the instructions. (Ms. Lewis and Mr. Viguerie are relatively well known figures in Washington.)

In her biography, all aspects of Ms. Lewis' background that might offer clues to her political perspective are underlined.

ANN F. LEWIS was appointed political director of the Democratic National Committee (DNC) in 1981. She is responsible for electoral activities at the federal, state, and local levels. During the 1981-1982 campaign cycle, she directed several major DNC programs. Before coming to the DNC, Ms. Lewis served as administrative assistant to Congresswoman Barbara Mikulski of Maryland, whose Senate campaign she managed in 1974. She also directed campaign activities for presidential candidates in a number of states in 1972, 1976, and 1980. Ms. Lewis was one of the founders and co-leaders of the Massachusetts Women's Political Caucus, and is a member of the National Organization of Women and the Women's Equity Action League. She sits on the board of Americans for Democratic Action.

After reading this biography, do you think Ms. Lewis would support or oppose the proposed spending cuts in social welfare programs? Why?

If Ms. Lewis were your domestic issues speaker, what questions would you ask her?

Now you try it. Underline all the aspects of Mr. Viguerie's background that might indicate his political orientation.

RICHARD VIGUERIE is president and chief officer of the Viguerie Company, a direct mail marketing agency founded in 1965 in Washington, D.C. He is also the publisher of the Conservative Digest, *a publication of Viguerie Communications. A native of Houston, Texas, Mr. Viguerie has been active in politics since 1959. He studied political science and economics at the University of Houston before moving to New York, where he became a member of Young Americans for Freedom, a conservative youth group. He is a member of the Direct Mail Marketing Association and the Association of Direct Marketing Agents, and is the author of a book entitled* The New Right: We're Ready to Lead.

From reading this biography, do you think Mr. Viguerie would support or oppose the proposed spending cuts in social welfare programs? Why?

If Mr. Viguerie were one of your domestic issues speakers, what questions would you ask him?

Do you think these two people would generally agree or disagree on most issues? Why?

Seminar Questions

You can prepare some of your questions before your trip and then rework them to fit the speaker when you get to Washington. When formulating your questions in Washington, consider the following:

- the topic of discussion
- the speaker and his or her areas of expertise
- what you really want to know—facts, definitions, opinions, relationships, emotional reactions, or evaluations

  Factual questions ask for specific data about events or issues.

  Defining questions ask the speaker to explain a concept, term, idea, or issue.

  Opinion questions ask for the speaker's judgment without asking for a full evaluation.

  Emotion questions ask for the speaker's feelings about a situation.

  Evaluation questions ask for the speaker's judgment about a situation or statement and request reasons and facts to support this judgment.

- what a satisfactory answer would include

On the following page is a chart of all the seminars in which you will participate. Based on your preparation for CLOSE UP—learning about government processes, examining issues, reading the newspaper, watching television news—jot down a few questions you have. Write your questions next to the seminars in which you think you should ask them. Think about your questions as you write them: Do you want to ask the speaker a factual question, a defining question? Do you want to know the speaker's feelings or opinions? Do you want the speaker's full evaluation? You will get better answers from the speakers if you ask clear, thoughtful questions.

CLOSE UP Seminars	My Questions
Keynote (As the first speaker of the week, the keynote speaker attempts to give you an overview of the Washington political scene.)	
Presidency	
Judiciary	
Domestic Issues Forum	
Media	
Lobbying and Interest Groups	
Defense	
International Relations	
Representatives	
Senators	

Good luck in Washington!

Section 2

Participating in CLOSE UP

Welcome to Washington and CLOSE UP!

You are about to embark on a Washington adventure to discover how government works and how you can participate in it. Section II of *The Washington Notebook* is both your guide to this adventure and a journal in which to permanently record your impressions.

As a guide to your CLOSE UP week, "Participating in CLOSE UP" contains:

- *seminar guides* for every seminar, which list the topics the speakers will discuss and which provide some background information about the subject areas.
- *a bus tour guide,* which provides some basic information about Washington, D.C., explains how Washington's streets are organized, and contains maps to help you get around the city.
- *a Capitol Hill guide,* which includes maps and important information to help you make the most of your independent activity time on Capitol Hill.

As a journal, "Participating in CLOSE UP" contains:

- *seminar notes:* space in which to record your thoughts and questions about the speakers' remarks.
- *bus tour impressions:* space in which to jot down your observations of and questions about the city of Washington, D.C.
- *ideas from workshop:* space in which to record the different opinions and ideas you will discuss with your program instructor in your workshop.

The CLOSE UP week is a whirlwind of activity. Your days will be so full of different people, ideas, and places that you may find it useful to write down some of your thoughts to help you remember them all. In this way you will also leave Washington with a record of your activities and impressions.

Today's Most Crucial Issues

Sunday Night Activity

The first activity of the week, "Today's Most Crucial Issues," will help you identify the three most important issues in your community. It will also give you an opportunity to learn more about the other communities participating with you in CLOSE UP this week.

Recall some of the issues you examined in preparing for CLOSE UP or any other issues of particular concern to your community. Before participating in the activity, list the three issues you think are major concerns of the citizens in your area. These regional or national issues should be limited to those the federal government is involved in (or could be involved in). Examples might include:

Defense Spending
Pollution
Mass Transit
Unemployment

The purpose of the activity is to identify the issues, not to take a stand on them (yet).

The issues of greatest importance to my community are:

1. _____

2. _____

3. _____

The issues my community agreed upon were:	The issues community _____ agreed upon were:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

(To be filled out at the end of the activity.)

Now that you have heard different ideas from other students and teachers, are there any issues you would particularly like to focus on this week? If so, which ones?

1. _____

2. _____

3. _____

Keynote Seminar

As the first speaker of the week, your keynote speaker has been asked to give you an overview of the Washington political scene and some insights and observations about politics in Washington.

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions	Answers

Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

The Bus Tour

"Washington: A City of Contrasts" is the theme of the CLOSE UP bus tour. Your program instructor will be your guide as the bus winds its way through many different parts of Washington. Before the tour begins, write down a short description of what you *expect* Washington to look like.

Before the Bus Tour, Impressions of Washington, D.C.

Facts About Washington, D.C.

The City Layout

Looking at a map of Washington, you can tell its layout was planned.

- Streets that run north and south are numbered.
- Streets that run east and west are lettered in alphabetical order.
- The avenues named for the states radiate from the Capitol like the spokes of a wheel. These avenues run diagonally through the city.
- Washington is divided into four quadrants: Northwest (NW), Northeast (NE), Southwest (SW), and Southeast (SE). The Capitol is the midpoint of all four quadrants. Be sure to look carefully at an address—you have to know the quadrant. It's not enough to know an address is 200 C St. You must know whether it is 200 C St. NW or NE or SW or SE.

The City Politics

- Of all registered Washington voters, 89 percent are Democrats, 10 percent are Independents, 1 percent are Republicans, and 1 percent belong to the D.C. Statehood party.
- Washington, D.C., is a federal district. It is not a state.
- The 1982 election was only the third time in recent histroy that District residents could vote for a mayor. Previous mayors had been appointed by the president.

- Washington, D.C., has one non-voting representative in Congress, Walter Fauntroy, and no senators.
- The city is run by an elected mayor and city council. Congress has to approve the city budget and has the right to overturn laws passed by the city council.
- Until 1964, District residents did not have the right to vote for president.
- Home rule is an important issue with District residents.
- District citizens recently wrote and voted on a proposed state constitution.

City Demographics

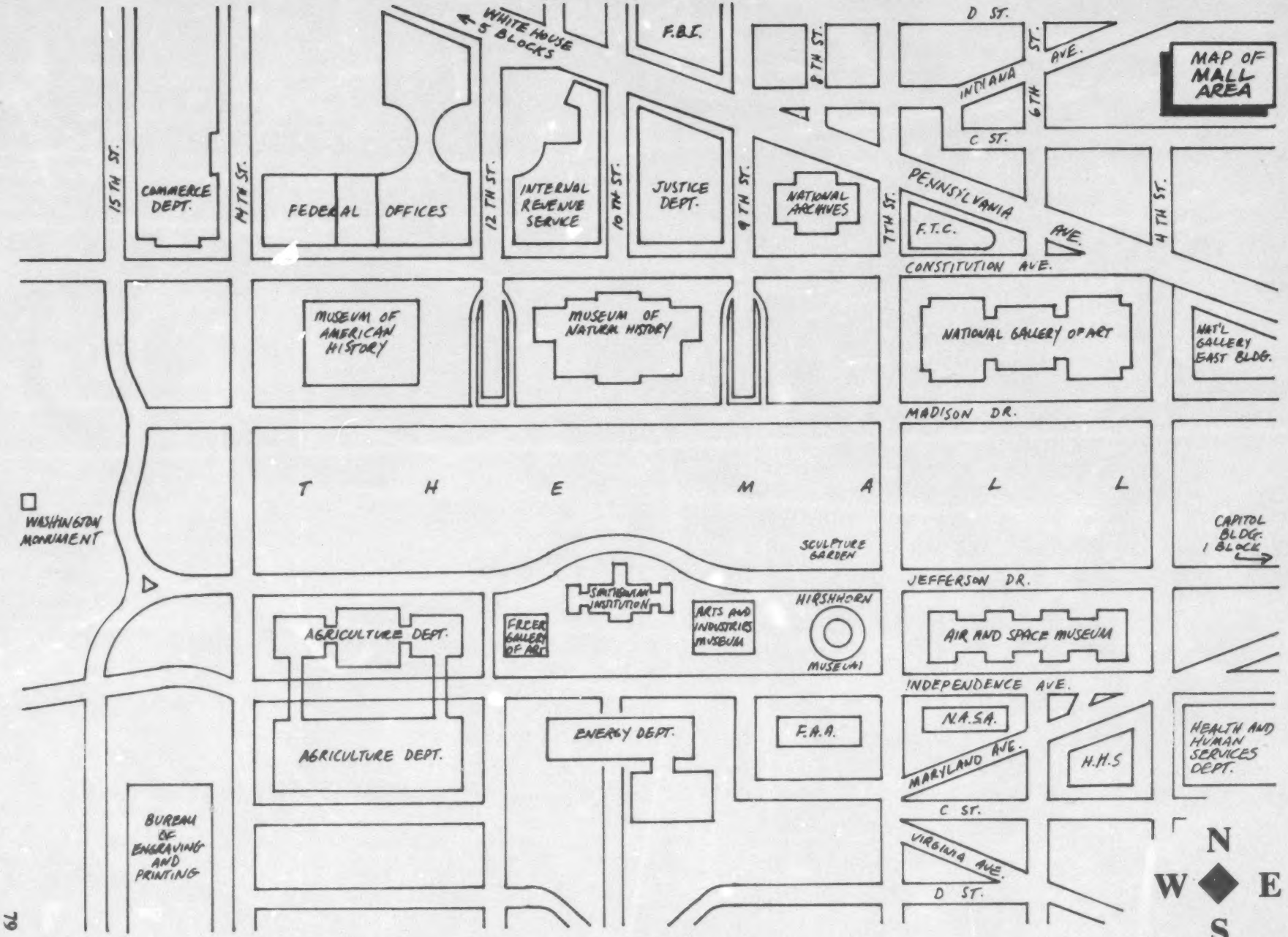
- According to the 1980 census, the population of Washington, D.C., is approximately 650,000. The population of the Washington Metropolitan Area is approximately three million.
- In 1980 about 70 percent of the District population was black.
- The average household income in the city was $24,806 in 1978.
- The median four-person family income in the city was $21,310 in 1979. This was the twenty-eighth highest in the nation.
- The average home purchase price in 1979 was $99,300; in 1978 it was $73,000.

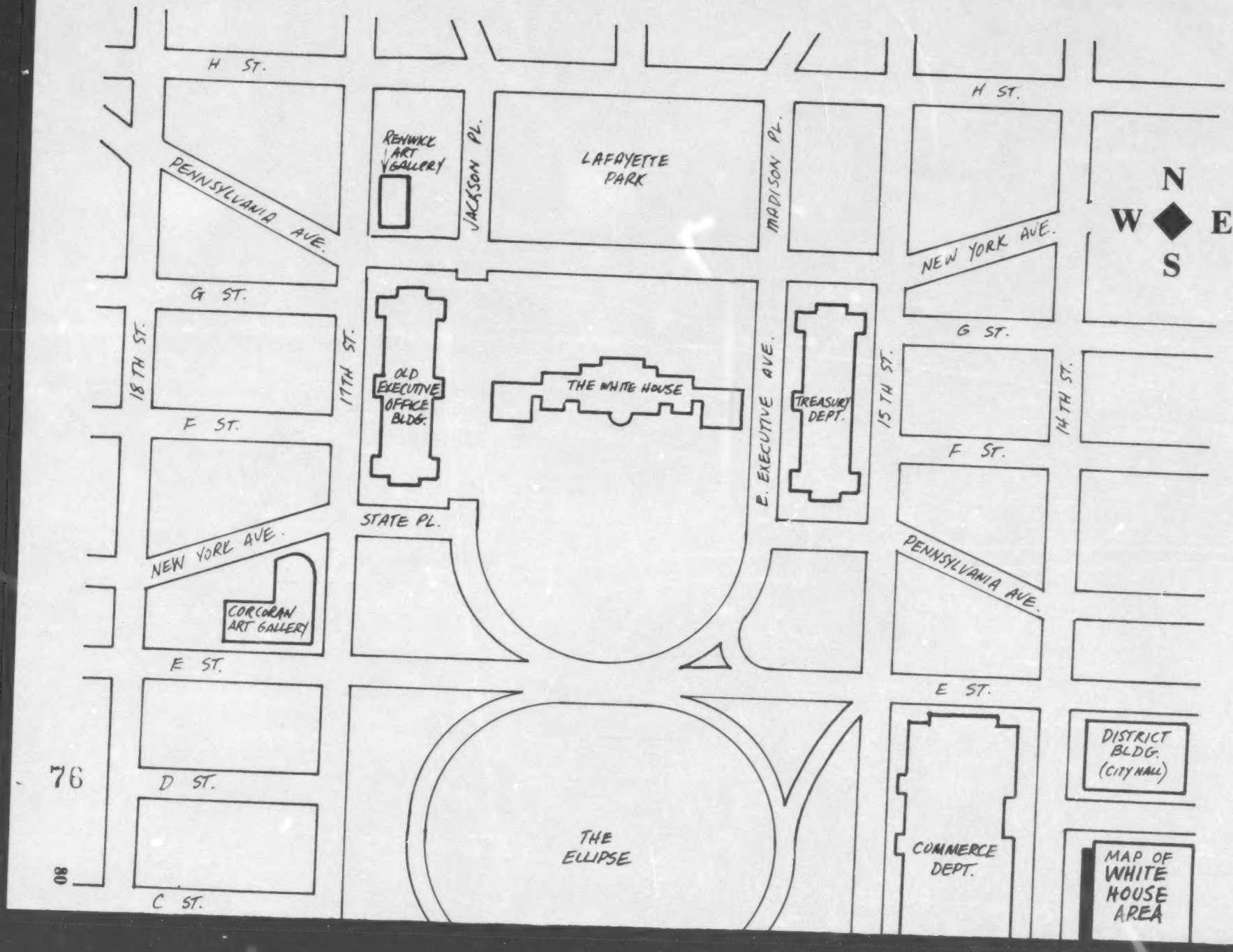
City Pride

- There are more trees and a larger variety of trees in Washington, D.C., than in any other city in the world.
- There are more than six hundred parks in the city.
- Rock Creek Park is the second largest urban park in the country.
- Washington, D.C., is one of only a few capital cities in the world chosen and developed specifically to be a capital.

What I Want to Return to See on Friday During Free Time...

As you ride along in the bus, you will probably see and hear about some places you would like to visit on Friday during your free time. Use this space to write down their names so you won't forget them.


WHITE HOUSE
← 5 BLOCKS
F.B.I.
D ST.
8TH ST.
INDIANA AVE.
6TH ST.
MAP OF MALL AREA
15TH ST.
COMMERCE DEPT.
14TH ST.
FEDERAL OFFICES
12TH ST.
INTERNAL REVENUE SERVICE
10TH ST.
JUSTICE DEPT.
9TH ST.
NATIONAL ARCHIVES
7TH ST.
C ST.
PENNSYLVANIA AVE.
F.T.C.
4TH ST.
CONSTITUTION AVE.
MUSEUM OF AMERICAN HISTORY
MUSEUM OF NATURAL HISTORY
NATIONAL GALLERY OF ART
NAT'L GALLERY EAST BLDG.
MADISON DR.
T H E M A L L
WASHINGTON MONUMENT
SCULPTURE GARDEN
CAPITOL BLDG. 1 BLOCK
JEFFERSON DR.
SMITHSONIAN INSTITUTION
ARTS AND INDUSTRIES MUSEUM
HIRSHHORN MUSEUM
FREER GALLERY OF ART
AGRICULTURE DEPT.
AIR AND SPACE MUSEUM
INDEPENDENCE AVE.
N.A.S.A.
MARYLAND AVE.
H.H.S
HEALTH AND HUMAN SERVICES DEPT.
C ST.
AGRICULTURE DEPT.
ENERGY DEPT.
F.A.A.
VIRGINIA AVE.
D ST.
BUREAU OF ENGRAVING AND PRINTING
N
W
E
S


H ST.
H ST.
RENWICK ART GALLERY
JACKSON PL.
LAFAYETTE PARK
MADISON PL.
PENNSYLVANIA AVE.
NEW YORK AVE.
N
W
E
S
G ST.
G ST.
18TH ST.
17TH ST.
OLD EXECUTIVE OFFICE BLDG.
THE WHITE HOUSE
E. EXECUTIVE AVE.
TREASURY DEPT.
15TH ST.
14TH ST.
F ST.
F ST.
STATE PL.
NEW YORK AVE.
CORCORAN ART GALLERY
PENNSYLVANIA AVE.
E ST.
E ST.
D ST.
THE ELLIPSE
COMMERCE DEPT.
DISTRICT BLDG. (CITY HALL)
C ST.
MAP OF WHITE HOUSE AREA
76
77
80

After the Bus Tour, Impressions of Washington, D.C.

What are your impressions of Washington, D.C., now? What does it really look like? Are you surprised in any way by what you have seen?

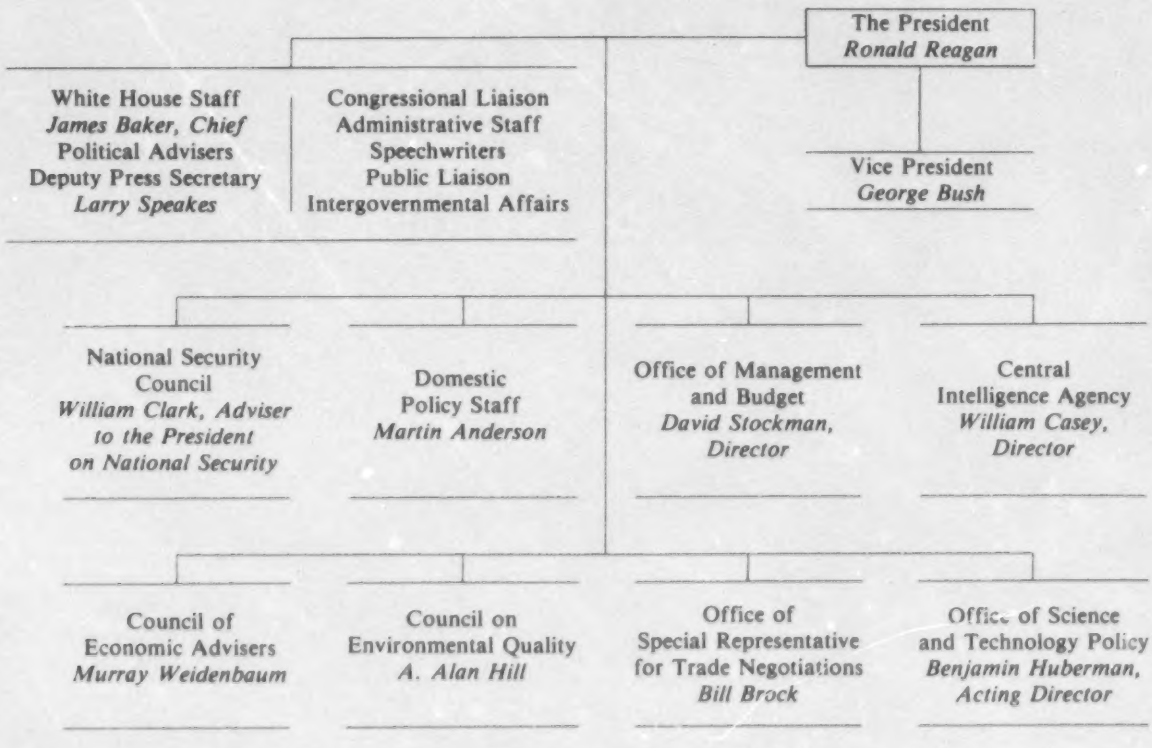
Presidency Seminar

The presidency is more than just one man—Ford, Carter, or Reagan—it is a complex institution. The Founding Fathers vigorously debated the issue of the extent of the executive leader's powers. They settled upon establishing a relatively strong executive leader, the president, whose powers would be "checked." The president's power is checked by Congress' sole authority to fund programs and by the Supreme Court's authority to overrule presidential actions if they are deemed unconstitutional. Do these checks work in practice? Does the modern president need more or less power to deal effectively with modern problems?

Either directly or indirectly through his advisers and Cabinet, the president plays a role in every major policy decision. Today, among other duties, the president submits a budget to Congress every year, proposes legislation, oversees the economy, and directs U.S. foreign policy. Virtually all of these presidential actions are covered by the media. The president's perceived personality is very important. Many people ask: Is personality more important than substance? Has the job become too big for one person? How does the president decide which issues to get involved in directly and which to delegate to his staff?

The debate over the extent of presidential power continues into the present, and the modern presidency raises new questions. What questions do you have about the presidency and its relation to the rest of government?

Structure of the Executive Office of the President (main components)



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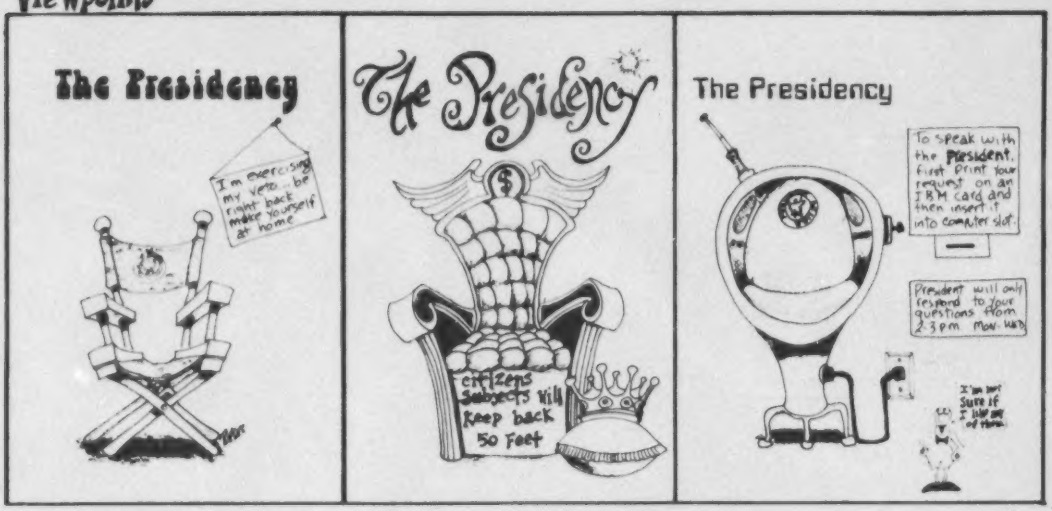
Viewpoints


The Presidency
I'm exercising my veto... be right back make yourself at home
The Presidency
Citizens Subjects Will Keep back 50 Feet
The Presidency
To speak with the President, first print your request on an IBM card and then insert it into computer slot.
President will only respond to your questions from 2-3 pm Mon-Wed

Presidency Seminar Notes

Your speaker has been asked to describe the various roles of the president and to identify some key issues of policy and leadership faced by past and present administrations. Think back to the issues you identified in "Today's Most Crucial Issues." Has the president shown interest in any of these issues? Have any of his Cabinet officers?

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions

Answers

Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

Guide to Capitol Hill

You will spend one whole day on Capitol Hill meeting with your representative and senators (if Congress' schedule permits) as well as exploring Capitol Hill on your own during independent activity time. Capitol Hill, the home of Congress, is a very interesting place. There you have a great opportunity to observe politics in action. Make the most of it! Here are some suggestions:

Seminars with Representatives and Senators

Use these congressional seminar guides to record the discussion during your seminars. Not everyone from your CLOSE UP group will be going to the same seminars. Comparing the remarks of representatives and senators from other areas can be very interesting.

Congressional Seminar Guide

Speaker: _____ District or State: _____ Party: _____

If you recorded your representative's and senators' viewpoints in the "Viewpoints" charts in Section I, go back and take a look at them. On which issues do you agree with your legislators? On which do you disagree? Do you have any questions about their positions? If so, now is the time to ask.

Issues Discussed	Position of Senator or Representative

After listening to the seminar, would you consider the speaker a conservative, a moderate, or a liberal? Why?

Congressional Seminar Guide

Speaker: _____ District or State: _____ Party: _____

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Congressional Seminar Guide

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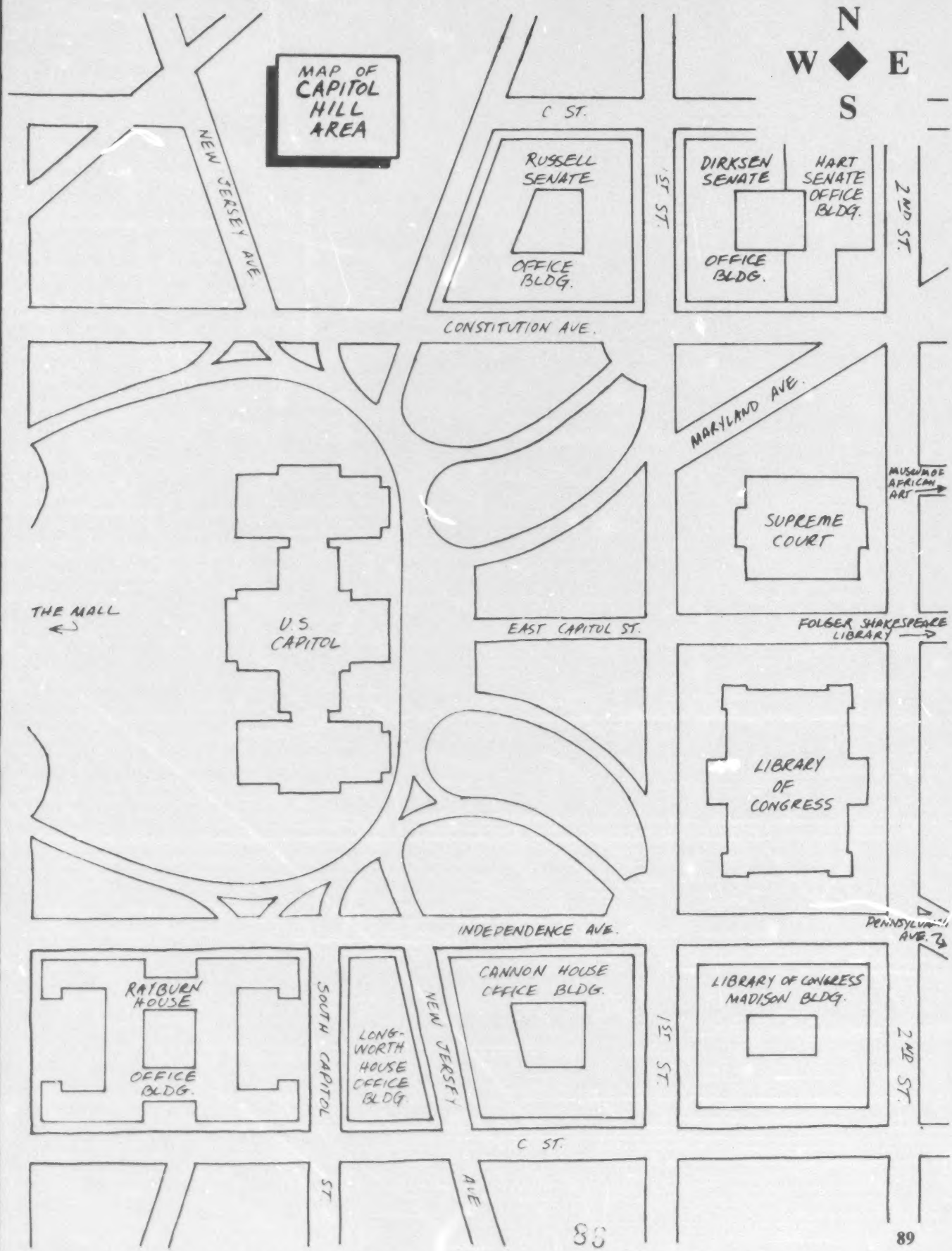

MAP OF CAPITOL HILL AREA
N
W
E
S
NEW JERSEY AVE.
C ST.
RUSSELL SENATE OFFICE BLDG.
1ST ST.
DIRKSEN SENATE OFFICE BLDG.
HART SENATE OFFICE BLDG.
2ND ST.
CONSTITUTION AVE.
MARYLAND AVE.
MUSEUM OF AFRICAN ART
SUPREME COURT
THE MALL
U.S. CAPITOL
EAST CAPITOL ST.
FOLGER SHAKESPEARE LIBRARY
LIBRARY OF CONGRESS
INDEPENDENCE AVE.
PENNSYLVANIA AVE.
RAYBURN HOUSE OFFICE BLDG.
SOUTH CAPITOL ST.
LONG-WORTH HOUSE OFFICE BLDG.
NEW JERSEY AVE.
CANNON HOUSE OFFICE BLDG.
1ST ST.
LIBRARY OF CONGRESS MADISON BLDG.
2ND ST.
C ST.
ST.
AVE.

Independent Activity Time

● Observe the House and Senate in session.

The House of Representatives and the Senate convene on the first Monday in January. Both houses usually meet Monday through Friday and sometimes on Saturday or Sunday if legislation must be considered within a certain time.

You can observe the proceedings from the House or Senate Visitor's Gallery. To enter the galleries, you will need a gallery pass. Either your program instructor will give one to you, or you can obtain a House pass from your representative's office and a Senate pass from one of your senators' offices. Starting times for convening vary from day to day and are different for each house. Consult "Today in Congress" on page A4 of *The Washington Post*.

Rules in the Visitor's Galleries are strictly enforced: no reading, no talking, no writing, no standing, no eating, and no photographs.

● Attend a congressional committee hearing.

Most congressional work goes on in committees. Committee hearings for both houses are usually held Monday through Thursday in the morning. Some committees meet in the afternoon, especially Wednesdays on the House side when the House does not convene until 3:00 p.m.

For a daily listing of committee hearings, consult "Today in Congress" on page A4 of *The Washington Post*. This list will tell you what committees are meeting, who is testifying, what bill or subject is being discussed, and in which building the hearings are being held.

● Visit your representative's or senators' offices.

Usually your representative or senators will be too busy to see you without an appointment. Whenever possible, CLOSE UP will have arranged a meeting with your legislators. You can, however, often talk to staff members. Find out how the office is organized, how many people work there, and what the main functions of a congressional staff are. Capitol Hill "staffers" are a very important part of the legislative process.

● Watch and listen to the Supreme Court.

The Supreme Court hears oral arguments from October to May. Cases are heard Monday through Wednesday for two weeks of every month. These sessions are open to the public.

For a specific list of cases and times when the Court is in session, consult "Supreme Court" on page A4 of *The Washington Post*. The Court usually allows one hour of argument for each case and hears four cases a day starting at 10:00 a.m. Lunch recess is from 12:00 noon to 1:00 p.m.

● Explore the Library of Congress.

The Library of Congress offers free tours every hour on the hour. Tours start in the main entrance foyer of the Jefferson Building. What are the many functions of the library, and whom does it serve?

How to Get There

● The House and Senate Chambers

The House Chamber is located in the Capitol on the south side (closest to Independence Avenue).

The Senate Chamber is in the Capitol on the north side (closest to Constitution Avenue).

● Representatives' offices and House committee offices

All the representatives' offices are located in three buildings along Independence Avenue. Named for former speakers of the House, these buildings are the Cannon House Office Building (CHOB), the Longworth House Office Building (LHOB), and the Rayburn House Office Building (RHOB). Most House committee offices are located in these buildings; some are in the Capitol.

To find your representative's office, consult a *Capitol Directory*. *Capitol Directories* can be found next to many of the elevators in the buildings and with the Capitol police, who are stationed at every entrance. Building names are not in the directory; only room numbers are listed. Therefore, you need to know the following House numbering system:

If the room number has	Building
three digits	Cannon
four digits beginning with "1"	Longworth
four digits beginning with "2"	Rayburn
"H"—three digits	Capitol, House side

● Senators' offices and Senate committee offices

Senators' offices and Senate committee offices are located in three buildings along Constitution Avenue. Named for former Senate leaders, they are the Russell Senate Office Building, the Dirksen Senate Office Building, and the Hart Senate Office Building.

Capitol Directories can also be found in the Senate office buildings. The room numbering system for the Senate is:

If the room number is	Building
"SR"—three digits	Russell
"SD"—three digits	Dirksen
"SH"—three digits	Hart
"S"—three digits	Capitol, Senate side

● Capitol subway

Do not confuse this with the city-wide Metro subway system. The Capitol subway conects the Capitol, the two Senate office buildings, and the Rayburn building. Its use is free to the public, but priority is given to members of Congress during votes. It runs from 9:00 to 5:00, or later if Congress is in a night session.

● The light and bell system

Frequently you will hear bells and see flashing lights on the faces of clocks. Don't be alarmed; this is a code system that allows representatives and senators to know what is happening on the House and Senate floors.

Senate

one bell—Vote
two bells—Quorum Call
three bells—Call for Absentees
four bells—Adjournment or recess
five bells—Five minutes left to vote
six bells—End of morning business

House of Representatives

one bell—End of Quorum Call
two bells—Regular Vote (electronic)
three bells—Quorum Call
four bells—Adjournment
five bells—Five minutes left to vote
six bells—Recess
seven bells (two-pause-five)—Suspension of the rules and upcoming votes
twelve bells—Civil defense warning

Where to Eat on Capitol Hill

Cafeterias and Coffee Shops

1. SD—basement
Open to the public before 12:00 noon and after 1:30 p.m.

2. RHOB—basement
Open to the public before 11:45 a.m. and after 1:15 p.m.

3. LHOB—basement
Open to the public before 11:45 a.m. and after 1:15 p.m.

4. Supreme Court—basement
Open to the public between the hours of 11:00 a.m. and 2:00 p.m., except from 12:00 noon to 12:15 p.m. and from 1:00 to 1:15 p.m.

5. Library of Congress—Jefferson Building basement
Open to the public from 11:00 a.m. to 3:00 p.m.

6. Capitol—coffee shop, Senate side of basement
Open to the public from 7:00 a.m. to 11:00 a.m. and from 1:15 to 2:30 p.m.

Restaurants

All along Pennsylvania Avenue SE between Second Street SE and Fourth Street SE are restaurants, including sandwich shops and a fast food restaurant.

Judiciary Seminar

Often considered the most mysterious branch of government, the judiciary makes decisions that affect our everyday lives. Many issues concerning the Supreme Court and other federal courts are being debated today. One in particular is whether federal courts should practice judicial restraint or judicial activism. What is judicial restraint? What is judicial activism? What do the various Supreme Court justices believe?

Another issue concerns the Supreme Court and politics. The Supreme Court is supposed to be removed from the influence of politics and public opinion. Why is this important? Is the Court successful in staying out of politics?

The Court will also hear many controversial cases this year. Have you read or heard about any cases that may come before the Supreme Court? How does the make-up of the Court affect the outcome of a case?

Supreme Court Justices of the United States

Justice	Appointed By	Year Oath Taken	Year Born
Burger, Warren (Chief Justice)	Nixon	1969	1907
Brennan, William Joseph	Eisenhower	1956	1906
White, Byron Raymond	Kennedy	1962	1917
Marshall, Thurgood	Johnson	1967	1908
Blackmun, Harry Andrew	Nixon	1970	1908
Powell, Lewis Franklin	Nixon	1972	1907
Rehnquist, William Hubbs	Nixon	1972	1924
Stevens, John Paul	Ford	1975	1920
O'Connor, Sandra Day	Reagan	1981	1930

90

Judiciary Seminar Notes

Your speaker has been asked to explain the need for law in American society and to describe the Supreme Court's role in interpreting this law based on the Constitution. What cases is the Supreme Court considering now? Have you been able to observe the Supreme Court? Do you have any questions about it?

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions | Answers

Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

Defense Seminar

One of the major tasks of any government is to formulate and implement an effective defense policy. Every nation's defense policy is designed to protect its national territory, institutions, and way of life. Since perceptions of threat vary within a nation, defense policy in the United States and in other democratic nations is a major focus of debate. Read the following quotations to see how varied opinions can be. With which speakers do you agree?

Some Experts Speak...

On increases in defense spending

Secretary of Defense Caspar Weinberger, March 4, 1981:
"If we continue at present levels of expenditure [without the proposed increase], by the middle 1980s we will clearly be second in military power to the Soviet Union with all the consequences that would entail for our security, the cohesion of our alliances, and the worldwide protection of our interest."

Senator Mark O. Hatfield (R-Oregon):
"The Reagan defense program provides for a 49 percent increase in military spending, whereas non-defense programs have diminished by some 12 percent. It weakens America to commit [this kind of money] to nuclear weaponry at a time when the economy needs capital to modernize its production capability.... This, too, is a matter of national security."

On high technoloy expensive vs. simpler less expensive weapons

Deputy Defense Secretary Frank Carlucci:
"Our systems are more expensive. The fact is that weapons systems on both sides have become more sophisticated, and anybody who thinks that the Soviets don't have sophisticated systems doesn't know what he's talking about. Our force strength has been based on our technological edge, and we need to continue to maintain that edge."

Jonathan Alter and Phil Keisling, editors, "Thirty-five Ways to Cut the Defense Budget," *Washington Monthly*, 1982:
"How can more money equal less defense? The answer is that the enormous sums too often are devoted to small numbers of highly sophisticated weapons. We are putting too many of our eggs in too few baskets. Often, large numbers of simple, practical weapons are preferable to small numbers of complex ones, not only because they are cheaper and more effective en masse, but because even one-to-one the simple weapons work better."

On limited nuclear war

General David C. Jones, former chairman of the Joint Chiefs of Staff:
"It's hard to see how a war between the superpowers could be limited, confined to some specific geographical area. It's hard to imagine how Americans and Soviets can ever start fighting each other without having a high likelihood that the war will spread. That's not all bad. The high probability is a powerful deterrent."

President Reagan, October 16, 1981:
"I could see where you could have the exchange of tactical weapons in the field without its bringing either one of the major powers to pushing the button."

But what do you think?

Defense Seminar Notes

Your speaker has been asked to describe current U.S. defense policy and to explain how this policy is made and implemented. The speaker should also provide a perspective on key defense/military issues. Look back at the "Defense" chapter in Section I. Did you have any questions you would like to ask the speaker?

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions | Answers

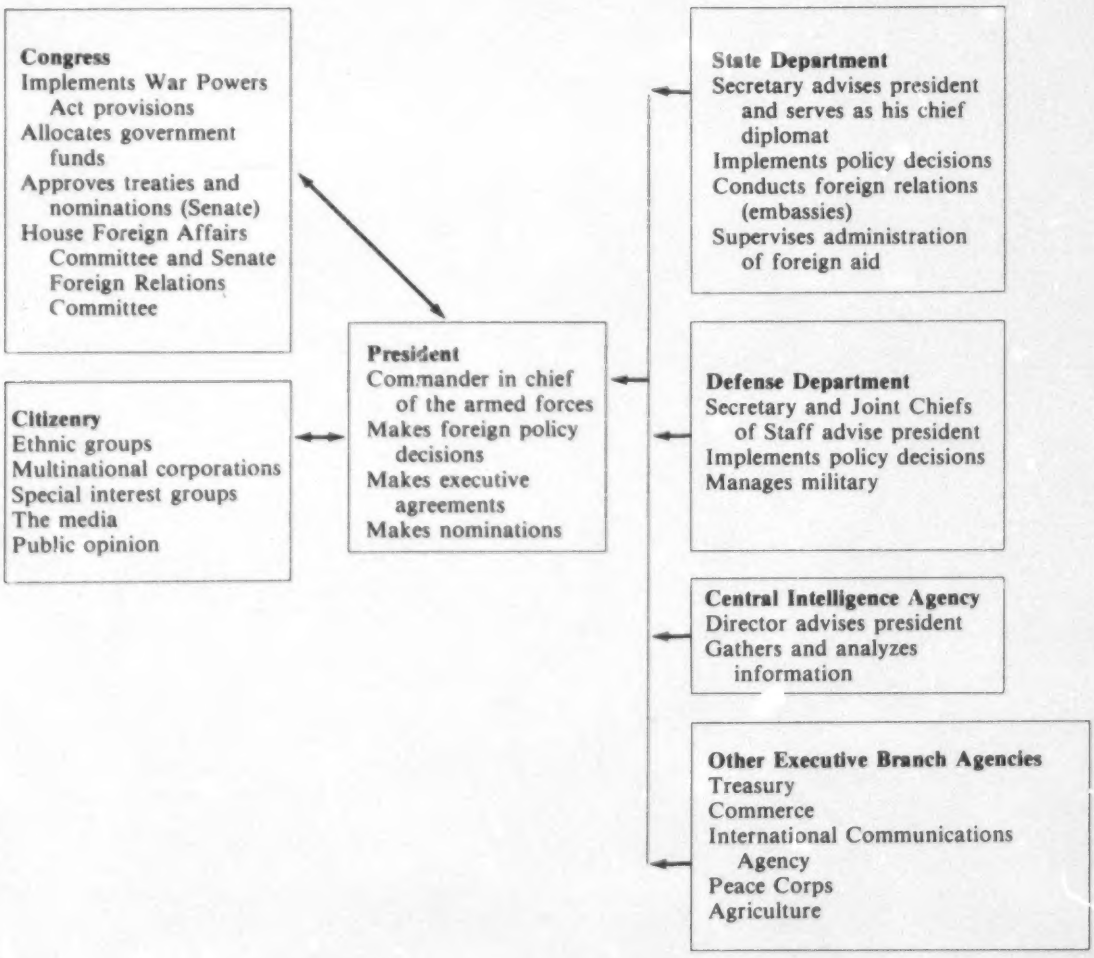
Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

International Relations Seminar

International relations are the political, economic, cultural, social, and ethical relationships between nations. Trade, diplomacy, membership in an alliance, cultural and scientific exchanges, participation in international organizations, and maintenance of world peace or engagement in war are all part of international relations. In formulating foreign policy the president, his advisers, and the State Department examine all world events and try to determine what actions would be best for the United States to pursue. They try to act in the national interest. (See the "National Interest" [illegible] in the "Soviet Union" chapter of Section I.) How are foreign policy decisions made? Who makes them? Look at the chart below, and ask questions during your seminar.

Participants in the Making of American Foreign Policy and Their Roles



International Relations Seminar Notes

Your international relations speaker has been asked to explain current U.S. foreign policy, to describe the decision-making process for formulating U.S. foreign policy, and to examine some current international issues. What is going on in the world today? How is it affecting U.S. interests? How should the United States act in a changing world? What questions do you have for the speaker?

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions

Answers

Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

Domestic Issues Forum

Your speakers have been chosen because they espouse different political philosophies. Based on your questions, they will debate many issues tonight. Webster's defines the word "issue" as "a matter that is in dispute between two or more parties." A domestic issue is one that relates to, or exists within, one's own country. What, do you think, are the most important domestic issues of the day? Think back to all the issues you have discussed so far in your CLOSE UP week.

Ask the speakers for their views on one of the issues you think is important. Record and compare their responses.

Speaker: _____
Response:

Speaker: _____
Response:

Record some other views of the speakers.

Speaker: _____
Response:

Speaker: _____
Response:

After listening to both speakers, try to decide whether each is a conservative, a liberal, or a moderate. Why did you choose each label?

Speaker: _____ is a liberal/moderate/conservative because:

Speaker: _____ is a liberal/moderate/conservative because:

Why is it important that a person know and understand the different points of view on a single issue?

Lobbying and Interest Groups Seminar

The term "interest group" refers to a group that attempts to influence the outcome of legislation and/or policy—a group that "lobbies." According to the law, a lobbyist is any person who receives money for the *principal* purpose of trying to affect the passage or defeat of any legislation by Congress. The Lobbying Act of 1946 requires lobbyists to register with the clerk of the House and the secretary of the Senate. Is your seminar speaker a registered lobbyist? Why or why not?

Although the law requires the registration of those whose principal occupation is affecting legislation, many people who are not registered do lobby, including citizens. Look at the chart below to see how many different types of interest groups are involved in the political process.

Interest Groups—Whom They Lobby and How

Who Lobbies

Political Interest Groups
- American Conservative Union (ACU)
- Americans for Democratic Action (ADA)

Foreign Governments

Businesses
- McDonald's
- Major League Baseball Teams

Labor Unions
- AFL-CIO
- United Mine Workers

Trade Associations
- American Hospital Association
- American Gas Association

Professional Lobbyists

Political Action Committees
- National Conservative Political Action Committee (NCPAC)
- Progressive Political Action Committee (ProPAC)

Who Is Lobbied

Congress
- Representatives
- Senators
- Staff Members

The Executive Branch
- Regulatory Agencies
  - Food and Drug Administration
- Independent Agencies
  - Veterans Administration
- Departments
  - Department of Health and Human Services

Methods of Lobbying

Personal Contact
Meet with government officials or members of their staff to provide them with credible information.

Grassroots Lobbying
Organize and conduct mass mailings and phone-ins.

Education Campaigns
Inform citizens and government officials about an issue.

Coalition-building
Bring different organizations together to support or oppose one issue or a group of related issues.

Lobbying and Interest Groups Seminar Notes

Your interest groups speaker has been asked to define the role lobbying plays in the political process, to identify ways interest groups affect the outcome of government policy, and to explain how lobbyists perform their jobs. What is your image of a lobbyist? Listen and ask questions during the seminar to test your perception of a lobbyist's role in the political process. What questions do you have for the speaker?

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions	Answers

Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

Media Seminar

What are some of the key issues confronting the media? Interpretation of the First Amendment is almost always an issue. What are some of the restrictions on reporters' First Amendment freedoms? Do the restrictions affect a reporter's ability to do his or her job? Reporters use many sources (many not mentioned by name) for their stories. Who are these sources? How do different sources—government officials, press conferences, press leaks—affect the story we read or hear?

How is "news" chosen for printing in the newspaper or airing on television or radio? Who decides what is news? Many questions arise when you begin to think about the media. The media play a very important role in the political process since most of our information about politics and issues comes from television, newspapers, magazines, or the radio. Can you think of some questions for the media speaker?

The First Amendment

Congress shall make no law respecting an establishment of religion or prohibiting the exercise thereof; or abridging the freedom of speech, or of the press; or of the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Facts About the Media

Television

- Ninety-eight percent of all American families own television sets.
- The average American watched 6.3 hours of television per day in 1979.
- Twenty percent of all Americans watch television an average of twelve hours per day.
- The three major networks' news shows have an average nightly audience of thirty million.
- Approximately 75 percent of all Americans get most of their news from television.
- The audience for network news shows is 35 percent smaller in the summer than in the winter.
- The twenty-two minutes of network evening news would fit into two columns of *The New York Times*.
- Television and radio stations are not owned by their operators. The Federal Communications Commission (FCC) issues licenses that allow operators to use the airwaves.
- Television and radio stations must adhere to the "Fairness Doctrine," which demands equal air time for opposing editorial viewpoints. If they do not comply with the Fairness Doctrine, they risk losing their licenses.

Newspapers

- Only twenty-nine cities in the United States have two separately owned, competitive newspapers.
- Newspapers are privately owned and published. They can display an editorial bias. Newspapers often endorse candidates for the presidency, for Congress, and for positions in state and local government.
- The American Newspaper Publishers Association reports that of the 1,762 newspapers published in 1976, 60 percent were controlled by newspaper chains: e.g., Gannet, Scripps-Howard, Knight-Ridder.
- In 1980 .7 percent of all newspapers had a circulation of more than five hundred thousand, while 69.2 percent had a circulation of twenty-five thousand or less.
- In 1980 the total circulation of all daily newspapers was 62.2 million.
- Number of Daily Newspapers in the United States:

Year	Morning Papers	Evening Papers	Total
1970	334	1,429	1,748
1980	387	1,388	1,745

Media Seminar Notes

Your speaker has been asked to provide an understanding of the media as the "fourth branch" of government and to examine issues concerning the media as an interpreter of government processes. What questions would you like to ask this speaker?

Speaker:_____ Position Held:_____

Background: _____

Opening Remarks

Question-and-Answer Session

Questions	Answers

Questions for the Speaker or Comments

Do you have any questions about this seminar that you would like to ask in workshop?

Ideas from Workshop

This is your space to record some of the ideas or new information that you find particularly interesting in your workshop.

Your workshop will meet five or six times during the week. This will include one walking workshop on Capitol Hill.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Section 3

Taking CLOSE UP Home

Remembering the CLOSE UP Week

The CLOSE UP week is very intense. In six days you probably did about two weeks worth of traveling, touring, listening, discussing, and learning. What an accomplishment! Because the week goes so quickly, you might find it useful to take an hour or so (after you have caught up on your sleep) just to think about the week and what you learned. Use this page to record your thoughts. Try to list any new thoughts you have about government.

While participating in CLOSE UP, I learned...

Now, complete this unfinished sentence: The purpose of government is...

Look over your answer. Would you have answered the same way before participating in CLOSE UP? If so, how did seeing Washington and listening to the seminar speakers reinforce your point of view? If not, how did seeing Washington and listening to the seminar speakers change your point of view?

Would you like to get more involved in government or in your community? Well, then, turn the page....

What You Can Do to Become More Involved

Set Goals: Becoming an active citizen has been stressed throughout your CLOSE UP experience. Many people want to get involved but do not know what they can do. Below is a list of statements. Think of each statement as a goal. Read each statement and put an "X" next to the goals you would like to strive for.

My goals for becoming involved are to...

☐1. stay informed

☐2. learn more about a specific issue

☐3. learn more about the political process

☐4. learn more about state and local government

☐5. spread the word about U.S. government by informing others of what I learned in Washington and encouraging them to learn more about government

☐6. form a discussion group or CLOSE UP club to keep up with different viewpoints on issues

☐7. register to vote and then vote

☐8. participate more in local government

☐9. volunteer to work on a community project or in a community organization

☐10. write a letter to the editor about a specific issue or concern

☐11. write a letter to my representative or senators about a specific issue or concern

☐12. join a political interest organization

☐13. join a political party

☐14. become an intern in a local, state, or national government organization

☐15. write articles for a local newspaper

☐16. start a voter registration drive

☐17. volunteer to work in a political campaign

☐18. organize a petition drive in support of or in opposition to a proposal in my community

☐19. bring speakers to my classroom

☐20. run for public office

Pursue Your Goals

Now that you have indicated your goals, use this reference guide to help you pursue them. Read the numbered paragraphs corresponding to the numbers of your goals. For instance, if "13. join a political party" is one of your goals, read paragraph 13 below.

1. Stay informed. Read newspapers and news magazines. Watch television news. Staying informed is the key to involvement. Any action you choose to take should be an informed action. Talk to people, and try to learn all the viewpoints on an issue. CLOSE UP's books, *Current Issues* and *Perspectives*, can also help. Government publications can be obtained by writing to the Government Printing Office (GPO), North Capitol and H Streets NW, Washington, D.C. 20401. The GPO can send you a list of every government publication. You can also obtain information by writing to your representative, senators, and state and local officials.

2. Learn more about a specific issue. If you read Section I of *The Washington Notebook*, you learned a great deal about specific issues. You can obtain information from your representative and senators, and you can contact local chapters of special interest or political interest groups. If you are interested in the environment, for example, you might want to contact the Audubon Society and the Sierra Club. Your representative's office usually knows about all the groups in your congressional district. If you wish to learn more about a specific issue, call your representative's office and ask the staff to refer you to someone in your area. Also many groups, such as the League of Women Voters, prepare issue papers.

3. Learn more about the political process. Reading the newspapers regularly can teach you a great deal about the political process. In addition, many books have been written about the political process. Try Eric Redman's *Dance of Legislation* or Charles Peters' *How Washington Really Works*. Your history and government teachers can probably refer you to many more books. Don't forget about movies, either. "All the President's Men," "Mr. Smith Goes to Washington," and "All the King's Men" can give you insight into the political process. Television also offers you an opportunity to see government. If you have access to cable television, you can watch the Cable Satellite Public Affairs Network (C-SPAN), which telecasts CLOSE UP seminars and the proceedings of the House of Representatives. Much of the network news relates to the political process, and many specials about government and public affairs are produced, especially for public television.

Two more publications, the *Congressional Quarterly* and the *National Journal*, are weeklies that cover the political process extensively. These are usually available at the local library.

4. Learn more about state and local government. Take a trip to your state capital. Attend a local town meeting. CLOSE UP local programs give you an opportunity to explore your state and local governments. Find out when your community's local program will take place by asking your CLOSE UP coordinator or by writing to the Community Development Unit, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, Virginia 22202.

5. Spread the word about the U.S. government by informing others of what you learned in Washington and encouraging them to learn more about government. You can put together a presentation about your trip to Washington. Contact any local clubs or service organizations in your area that may be interested in hearing about Washington, D.C. By displaying maps of Washington and photos you took on your trip, recreating some of the seminars, and roleplaying Congress, you can organize an exciting presentation. If you received funds for your trip from a local organization, sharing your new knowledge and impressions would be a good way to thank those who helped you. A junior high school class might also be interested.

6. Form a discussion group or a CLOSE UP club. Many students have formed successful discussion groups or CLOSE UP clubs. To get ideas for starting such a club, read CLOSE UP's *School Activities Handbook* and *Ways and Means Book*. Write to the Community Development Unit, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, Virginia 22202, if you would like assistance.

7. Register to vote and then vote. Call or visit your county board of elections. (It will be listed in the white pages of the phone book under your town or county government.) Register to vote by simply filling out the voter registration card. Then, remember to vote. The lowest voter turnout rate is among people of ages eighteen to twenty-four. Elected officials keep track of who votes and who does not by examining voter registration rolls. If you need to talk or write to an elected official about a concern, your discussion will carry more weight if you have voted.

8. Participate more in local government. Check your local newspaper under "Announcements." Most towns and counties have laws that require the local governing board to announce most of its meetings. Find out when the school board, the town council, or the county council is meeting. Attend one of the meetings. If you would like to become more involved, contact your town council or school board member and offer your help.

9. Volunteer to work on a community project or for a community organization. Many organizations and projects depend heavily on the support of volunteers. Volunteer work is rewarding and can be good job training. You could tutor local school children, establish a peer tutoring center, work in a local hospital or park. Most areas of the country have volunteer bureaus. Check in your phone book. If you do not find any, write to The National Center for Citizen Involvement, 1111 N. 19th St., Suite

500, Arlington, Virginia 22209. This organization maintains a volunteer clearinghouse that will refer you to a volunteer coordinator in your area.

10. Write a letter to the editor about a specific issue or concern. Letters to the editor are an effective way to communicate your views to many people. Editors choose to print letters that are timely, to the point, interesting, and of particular concern to their readership. Keep this in mind while you are writing. Letters to the editor should also be short, no more than three paragraphs in length.

11. Write a letter to your representative or senators about a particular issue or concern. Senators and representatives do pay attention to their mail. Usually staff people read it (although some representatives insist on reading all their own mail) and let the representative know "how the mail is running." Because representatives and senators have so much to read, your letter should be short (no more than one page) and well thought out. If you are writing about a particular piece of legislation, include the number of the bill. If possible, include concrete examples of how the legislation would affect you, your congressional district, or your state.

12. Join a political interest organization. Numerous political organizations exist that support a variety of causes and political philosophies. For whatever issue or cause you are interested in, the chances are that an organization exists. Several good directories of these organizations have been compiled: *Washington VI*, *Washington Representatives*, and *Washington Information Directory*. Some of these directories also indicate which organizations have regional chapters.

13. Join a political party. Both the Democrats and the Republicans maintain extensive state organizations. You can find out about your state's party system by calling these organizations, which will be listed in the phone book. Also, if you indicate a party preference when you register to vote, you will probably be contacted by the precinct captain. Many state party systems maintain youth chapters as well.

14. Become an intern in a local, state, or national government organization. Many government officials have interns—some of the internships are paid jobs, many are not. Internships may be from two weeks to a year in length. You may wish to write to your representative and senators to find out whether they accept interns and, if so, how you might apply. Some may have internships available in their state and local offices as well as in their Washington offices. In addition, many political interest groups accept interns. If you have a specific group in mind, write to them. If not, consult the *Directory of Washington Internships* or the National Society for Internships and Experiential Education, 1735 I St. NW, Washington, D.C. 20006.

15. Write articles for a local newspaper. Local newspapers are usually on a tight budget. If you are confident enough in your writing skills, ask your local editor if you can be a "stringer" for the newspaper. "Stringers" are reporters who do special assignments for little or no pay. If you are interested in journalism, this would be great experience.

16. Start a voter registration drive. One Florida school conducts a voter registration drive every May. The students first send a personal letter to all students eligible to vote. Then they arrange a day when all those who are interested can register at school. You could organize a voter registration drive in your neighborhood with the help of a community organization or other group. Many organizations have found shopping centers and malls to be particulary effective places to register voters. Contact your local board of elections to get the needed forms and information.

17. Volunteer to work in a political campaign. All campaigns depend on volunteers. You will find that everyone stuffs envelopes, calls potential supporters, passes out leaflets, and answers the phones. Candidates need hard workers, especially in close races. Working in a campaign is a great way to see politics behind the scenes. Contact the party of the candidate you wish to support. The party office will give you the phone number of the campaign offices.

18. Organize a petition drive. One group of CLOSE UP participants went home and organized a petition drive (in which their parents took part) opposing a position the town council had taken on their sewage system. The petition drive started a series of events that resulted in the most widely attended town meeting in the history of the town and in the town council's reversing its decision. If you think an issue in your area needs more publicity and if petitioning is the appropriate method, go to your town hall and find out how to file a legal petition. Regulations on petitioning vary from local government to local government.

19. Bring speakers to your classroom or organization. If you think the members of your class or organization would benefit from having government officials and other political figures speak to them, compile a list of suggested speakers and discuss it with your teacher or leader. Explain how the lectures would fit into the overall purpose of your class or organization. Help arrange for the speakers to attend your class or group meeting.

20. Run for public office. If you have any visions of ever serving this nation in an elected public office, start preparing now. If you are still in high school or if you are starting college, run for student government. Some school boards have elected student representatives; check with your school board. If you would like to run for local, state, or national office in the future, get involved with a political party and pursue any number of the above suggestions. Talk to elected officials and find out how they started their careers.

Hints for Successful Involvement

No matter what goals you have chosen, remember these maxims for successful involvement:

1. Be informed and prepared.
2. Know the facts and all sides of an issue.
3. Know your audience and act accordingly.
4. Know how the system works and who's who within that system.
5. Understand that you will work with many different types of people. Try to work well with all of them.
6. Thank everyone involved for taking the time to talk with you or work with you. Always thank people; you may be back to talk to them again.

Good Luck!

Answer Key

This answer key provides you with the answers to the multiple choice and fill-in-the-blank activities and with "Main Ideas" statements. The "Main Ideas" are a summary of ideas you should understand after reading *Current Issues* and completing the appropriate section in *The Washington Notebook*.

Basic Facts About the U.S. Government

The President

1. 4
2. 84
3. 35, 14, and a natural born citizen of the United States
4. electors, senators, and representatives
5. Answer varies with each state. Add the number of senators (2) plus the number of representatives from your state.

Congress

1. House of Representatives and the Senate
2. 2
3. 6
4. 25, 7, citizen
5. 30, 9, citizen
6. once
7. population
8. 2

The Judicial Branch

1. Congress
2. (a) cases involving foreign ministers (b) cases involving state governments
3. jury
4. 9

Defense

Focus on Congress

Main Ideas

1. The most basic function of any government is to "provide for the common defense."
2. The five basic missions of our defense force are: (1) to defend the United States against attack; (2) to deter nuclear war; (3) to protect Europe from attack; (4) to project force in support of U.S. foreign policy; and (5) to ensure freedom of the seas.
3. Most Americans agree that the above five missions are the appropriate functions of the U.S. military and that the federal government should oversee defense policy. Disagreement arises in trying to determine how to carry out the five missions and to what extent the U.S. military should be involved in world affairs. Much of the disagreement stems from different perceptions of the "Soviet threat."
4. The Reagan administration has been the first administration to state that the United States has lost military superiority to the Soviet Union. Due to this perception, the president has proposed and Congress has approved a record peacetime defense budget.
5. This disagreement about the Soviet threat is reflected in Congress. Different representatives have different views of how to implement U.S. defense policy.
6. Congress' main power in formulating defense policy is its sole authority to approve funding for specific programs. How much money is spent strongly affects defense policy.

Answers

1. a
2. d
3. c
4. To protect the United States from attack: maintaining listening stations in Greenland.

   To deter nuclear war: building the MX missile and negotiating arms reduction agreements.

   To protect Europe from attack: maintaining U.S. troops in Europe.

   To project force in support of U.S. foreign policy: deploying U.S. Marines to Lebannon.

   To ensure freedom of the seas: maintaining the U.S. Navy.
5. b
6. c
7. d
8. d
9. d
10. b

Social Welfare

Focus on the Presidency

Main Ideas

1. Conservatives and liberals have different ideas about the appropriate role of the federal government in assisting the poor, the elderly, and the handicapped.
2. Ronald Reagan, as chief policymaker, chief executive, and chief economic planner, has set the tone and initiated action in an effort to reduce federal spending for social programs.
3. The proposed voucher system would shift responsibility for providing social services from the federal government to the private sector.
4. "Welfare" is not just one program. It is many programs administered by many executive departments.
5. Congress must approve all of the president's legislative proposals.

Answers

1. c
2. a
3. c
4. a
5. b
6. d
7. c
8. c
9. c
10. a

Social Welfare Programs—Whose Responsibility?

Program	Department	Secretary
1. Medicaid	*Health & Human Services (HHS)*	*Margaret Heckler*
2. Food Stamps	*Agriculture*	*John Block*
3. Supplemental Security Income	*HHS*	*Margaret Heckler*
4. Energy Assistance	*Energy*	*James Edwards*
5. Housing Subsidies	*Housing & Urban Development*	*Samuel Pierce*

Civil Rights

Focus on the Supreme Court

Main Ideas

1. Over the past thirty years the Supreme Court and other federal courts have played an active role in enforcing civil rights and establishing equal opportunity practices.
2. The Supreme Court is the ultimate interpreter of the law and hears only cases involving constitutional questions. Sometimes the Court will reverse a past Supreme Court decision in a present day case (e.g., *Brown v. Board of Education* overturned *Plessy v. Ferguson*).
3. Some members of Congress feel that the courts have overstepped their jurisdiction (e.g., by ordering busing and legalizing abortion). These members of Congress have introduced legislation that would restrict some Court-ordered actions.
4. An ever growing debate has arisen in government. What is the federal government's role in enforcing civil rights? To what extent should government act to provide equal opportunity? For instance, the Reagan administration has eased some affirmative action hiring plans in an effort to ease the regulatory burden on some firms that do business with the government. Some civil rights leaders have attacked this easing of regulations because they believe the federal government should play a more active role in providing equal opportunity.

Answers

1. a
2. b
3. c
4. b
5. c
6. a
7. c
8. a
9. b
10. a

Environment

Focus on the Bureaucracy

Main Ideas

1. The president proposes legislation and the Congress enacts law, but the bureaucracy is responsible for implementing law. The bureaucracy refers to the large part of the executive branch that is not manned by political appointees. These are the civil servants or *bureaucrats* who are charged with running the day-to-day business of government.
2. Presidential appointments to top executive branch departments can influence how a law is carried out.

3. Regulations are written to define the specifics of how a law will be implemented and enforced.
4. Sometimes regulations designed to protect the environment conflict with business interests.

Answers

1. Air pollution
   Clean Air Act
   requires 90 percent reduction in the amount of pollutants released by new cars; gives EPA administrator the power to specify emissions standards.
2. Water pollution
   Water Pollution Control Act
   sets a national goal of making all waters safe for fish, wildlife, and people by 1983.
3. Agencies involved in implementing environmental laws include the *Environmental Protection Agency,* which has primary responsibility for carrying out the Clean Air Act, and the *Department of the Interior,* which has responsibility for enforcing the National Environmental Policy Act (NEPA). However, other agencies are also involved in environmental issues. The *Department of State* becomes involved when U.S. pollution affects another nation or another nation's pollution affects the United States. The *Interstate Commerce Commission* regulates the passage of toxic and nuclear substances between states. The *Department of Transportation* conducts research on mass transit systems that pollute less than cars do and that can carry many people.
4. d
5. a
6. a
7. c
8. b
9. b
10. a

Soviet Union

Focus on U.S. Foreign Policy

Main Ideas

1. Any nation's foreign policy is based on its perception of "national interest."
2. Different perceptions of Soviet behavior result in different perceptions of which U.S. policies are in the national interest.
3. Relations between the United States and the Soviet Union affect the rest of the world.
4. U.S.-Soviet relations are very complex because a variety of issues are involved—Soviet expansionism, U.S./Soviet interventionism, military buildups, nuclear arms, and trade.
5. The president and his advisors are the primary actors in formulating foreign policy. The State Department is primarily responsible for implementing our day-to-day relations with other nations. The Senate has the power of advise and consent on treaties and appointments. Congress has the sole authority to allocate funds.

Answers

1. b
2. d
3. a
4. b
5. a
6. b
7. a
8. d
9. b
10. c

The Budget

Answers

Reading Guide:
Economic Influences on the Federal Budget

How does this affect...	Revenue	Spending
1. Inflation	*increase*	*decrease*
2. Unemployment	*decrease*	*increase*
3. Tax Cuts	*decrease*	*no direct effect*
4. Tax Increases	*increase*	*no direct effect*
5. Businesses Selling Less	*decrease*	*no direct effect*
6. Increases in Interest Rates	*no direct effect*	*increase*

Priorities and Obligations:
Developing a Federal Budget

All of the answers to the budget activity vary according to opinions and the characteristics of different congressional districts. However, Step 2 and Step 5 ask for specific examples. The following are possible answers.

Step 2: Setting Basic Priorities

Category	Major Programs
National Defense	*Military personnel, nuclear weapons, maintenance of both conventional and strategic arsenals, providing for U.S. troops.*
International Affairs	*State Department personnel and functions, foreign aid.*
Natural Resources, Environment	*Protection of endangered species and maintenance of federal wilderness lands, research into use of resources (such as offshore drilling).*
Education, Training, Employment, and Social Services	*Comprehensive Employment and Training Act (CETA), college loan programs, aid to elementary and secondary schools, Job Corps, Head Start, Summer Youth Employment Program (SYEP).*
Health	*Medicaid, Medicare,*
Income Security	*Food stamps, Aid to Families with Dependent Children (AFDC), Social Security, Supplemental Security Income.*

STEP 5: Offsetting Deficits

	CONSEQUENCES	
SOLUTION	Citizen	Representative
A. Accept deficit	*a. higher interest rates*	*a. higher interest rates and the risk of not being re-elected*
	b. not be able to buy a house	*b. have to raise taxes later*
B. Raise taxes $140 billion	*a. pay higher taxes*	*a. risk reelection*
	b. ask for a raise	*b. lower the deficit*
C. Cut spending $140 billion	*a. receive less government services—highway upkeep, social programs, defense, etc.*	*a. risk reelection*
		b. lower the deficit
D. Raise taxes and cut spending	*a. pay higher taxes*	*a. risk alienating key interest groups*
	b. receive less government services	*b. gain support from key interest groups*

On Your Way to Washington

Answers

Biographies

Ms. Lewis would probably oppose the proposed spending cuts in social welfare spending. She holds a key position with the Democratic National Committee (DNC). The Democratic party officially supports providing federal assistance both for those who are unable to work and for the working poor.

The aspects of Mr. Viguerie's biography that describe his political orientation are: publisher of the *Conservative Digest,* member of Young Americans for Freedom, author of *The New Right: We're Ready to Lead.*

Mr. Viguerie would probably support the proposed cuts in social welfare spending. He has been involved in conservative political groups throughout his career. Conservatives generally believe the federal government should provide only for those unable to provide for themselves.

Ms. Lewis and Mr. Viguerie would probably disagree on most issues. Information in their biographies indicates that they maintain different sets of political beliefs.